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ABSTRACT

In this booklet, an attempt has been made to point out ways that a teacher may lead students to accept others for what they are and to value the rich and varied contributions of all cultures to the totality of human life. A complete program for intercultural education and understanding has not been given, but approaches are suggested for teacher use in developing programs and procedures that will suit the needs and abilities of the students. The areas of concern which have been covered are: 1) basic course objectives; 2) behavioral objectives according to Bloom's Taxonomy; 3) concept teaching using inductive and deductive methods; 4) instructional approaches-inquiry training, problem solving, attitude development, the unit approach, case study approach with role playing; 5) enrichment through interdisciplinary activities; and 6) evaluation techniques. A 16 page bibliography has included instructional materials, teacher background materials, guides to audio-visual materials, projects, information sources, newspapers and periodicals. (SBE)

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Adventure on a Blue Marble

Approaches To Teaching Intercultural Understanding

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Adventure on a Blue Marble

Approaches To Teaching Intercultural Understanding

a publication of

THE COMMISSION ON SECONDARY SCHOOLS
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Our world today is divided by three great gaps -- the poverty gap, the ideological gap, and the technology gap, and unfortunately those gaps are widening with each passing day.

With varying degrees of urgency, men and nations are trying to reverse this trend. They work on several fronts, and none is more basic than the effort to improve intercultural tolerance and understanding through education.

The nations of the Americas have much in common, but they also have definite national and cultural differences, which, if overlooked, will inevitably lead to misunderstanding and friction. All countries have something to teach and something to learn, and the best place to start the dialogue is in the classroom. When students come to appreciate the history, the customs, and the attitudes of other societies, they inevitably gain greater insight into the meaning of their own heritage.

I commend this booklet by the Southern Association of Schools and Colleges to the use of all teachers who share the goal of better international understanding.

Galo Plaza
Secretary General

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The bulletin has its roots in the long-time participation in educational interchange in the Americas of the Committee on Latin American Relations of the Commission on Secondary Schools of the Southern Association of Colleges and Schools. Interest and concern in this area led the Commission to pay for the printing of the bulletin. Raymond G. Wilson, Executive Secretary of the Commission, has furnished leadership and encouragement throughout this project and assisted in editing the manuscript.

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COVER: A striking view from the Apollo 8 spacecraft showing nearly the entire Western Hemisphere, from the mouth of the St. Lawrence River, including nearby Newfoundland, extending to Tierra del Fuego at the southern tip of South America. Central America is clearly outlined. Nearly all of South America is covered by clouds, except the high Andes Mountain chain along the west coast. A small portion of the bulge of west Africa shows along the sunset terminator.

Introduction

Todo los hombres resuelven las mismas necesidades con diferentes recursos y de distintos modos. Todas las culturas son igualmente valiosas.

Theme of an exhibit
at the Museum of Anthropology,
Mexico City.

This bright blue marble that we call the earth is the third planet from the sun, a small star located far from the center of a galaxy which is 50,000 light years across. A hundred billion other stars make up this system and there are untold numbers of such groupings.

The comparatively infinitesimal segment of our galaxy occupied by the solar system might be demonstrated by imagining a field 250 feet square. The sun would be a sphere one-third of an inch in diameter and the earth a few inches away would be one-thirtieth of an inch in diameter.

Any significant variation of temperature on the sun would quickly burn the earth to a cinder or freeze it in the absolute cold of outer space.

A space traveler would find it as difficult to locate our mote of dust in all known space as he would to locate a pea if the only clue were that it had been hidden somewhere in the Western Hemisphere.

On this small bit of galactic dust is found a species that, as far as we know, is unique—mankind. If we look at the broadest aspects of the "human predicament," we see that in a sense we are all space travelers marooned on a miniscule bit of matter. If we are to survive this journey as a species, we must understand and cooperate with those traveling with us.

In the light of the overall situation, the minor variations among mankind are insignificant. The obvious differences of skin coloration, language, habits of dress, and taste for varied foods are superficial. All men are more alike than different; this would be immediately appreciated if earth were faced with hostile invaders from outer space, as writers of science fiction delight in describing.

Even though all of the human species have basic similarities and problems, distrust, dislike, and misunderstanding seem to dominate intercultural relations. These could, conceivably, destroy man just as effectively as could exotic invaders from space. Man's greatest enemy is man himself.

The hope for resolving this situation lies in improving educational planning and practices so as to make international and intercultural understanding and acceptance of other cultural patterns a part of the educational goals of every school and every teacher in the world. Those teaching about other peoples should emphasize the contributions made by each culture and avoid the "missionary syndrome" which implies that all others should change to "our way."

The future lies in the hands of the young people and education must provide the basis for recognizing and appreciating various cultures and peoples. This should lead to acceptance of each variation as a facet in the varied patterns of behavior, thought, and belief that have emerged from each group's past and been adapted to fit its needs. These traits often seem bizarre to the outsider but are never so to those in the culture. *Intercultural education and understanding, therefore, are modifications in attitudes designed to bring people to accept others for what they are and to value the rich and varied contributions of all cultures to the totality of human life.*

This booklet is an attempt to point out ways that a teacher may lead pupils to accept and appreciate those who are different. It does not pretend to give a complete program for such teaching but it does suggest approaches that any teacher may use to develop programs and procedures that will fit the needs and abilities of his pupils.

W. R. Goodson

The Importance of Understanding Other Peoples

To see the earth as it truly is, small and blue and beautiful in that eternal silence where it floats, is to see ourselves as riders on the earth together, brothers on that bright loveliness in the eternal cold—brothers who know now they are truly brothers.

Archibald MacLeish
(penned following telecast from Apollo 8 spaceship on Christmas Eve, 1968)

THE IMPORTANCE OF UNDERSTANDING OTHER PEOPLES

Walter S. Latture

Tennessee Department of Education

The length of time it has taken to travel from place to place throughout the ages has been one barometer of the degree to which people have interacted. The distance from Ur in the Euphrates Valley to Memphis on the Nile was about the same distance as from Akron to Wichita; only a few hours apart by plane now but a world apart then. Five thousand years ago, people living only a short distance apart had limited communications. Five hundred years ago, circumnavigating the globe took years. Fifty years ago, we marveled at the same feat being accomplished in months. Today, it is a matter of minutes by satellite or space vehicle and tomorrow . . .

The obvious result of this shorter travel time is greater communication between peoples. Today, few persons can be isolated. Teachers once taught that the oceans were great barriers which enabled Americans to ignore the events in Europe and elsewhere. Today, figuratively, the oceans are little more than rivers. Ocean barriers have become highways. Events occurring thousands of miles apart can have an instantaneous effect upon lives of others. These events can be viewed via satellite as they occur. However, this greater communication also has its dangers. Man now has military capability unheard of a few years ago. Entire civilizations can be obliterated in a matter of minutes. Man now is faced with a choice of world destruction or world understanding. Unfortunately, science and technology have exceeded the ability of people to understand and appreciate each other and to live in mutual respect and peace.

If the world is going to have both progress and understanding, they must be achieved in great part by the schools and those who plan educational programs. Here lies the responsibility for seeing that young people understand and accept those whose culture may be different. It is the people of the world who decide how the technology and arms will be used. It is the people of the world who suffer from poverty, over-population and hunger. It is the children now in school who will live with these problems and it is they who will have to resolve them.

Since the future of the world resides in the minds of the young, teachers can help develop the attitudes and help mold the minds of children so that they can learn to live with each other in mutual respect.

Educational planners usually build around the European heritage without recognizing that most people live in Asia; are farmers and fishermen; live in villages; are not Christian; are on the verge of starvation; are ill-clad, ill-housed, and illiterate; are sick and will die young; speak a lan-

guage other than their own, yet share many of the same hopes and aspirations for their future and that of the world.

Social science courses of study have been designed to give information concerning rivers, crops, deserts and other physical characteristics. Too little has been taught that would help children to accept and understand other peoples. Everyone is interested in others, but teachers tend to emphasize differences: the odd food habits, peculiarities of dress, things that seem exotic. The student develops a feeling of superiority, little realizing that he appears as exotic to other people as they do to him. Stereotypes are developed by a curriculum of this nature that bring immediate pictures to the mind when children hear words such as *Yankee, Mexican, Moslem, Indian, American.* These popular stereotypes are more often false than true. Teaching children about the world means building images of real people living in a real country who are like themselves in many ways and different in others.

The study of other peoples should also strengthen and reinforce an understanding of one's own culture and help clarify one's position in the total picture of human endeavor. The person who has gained some knowledge about the range of human variation, both physical and cultural, and who understands and accepts the viewpoint about the causes and positive values of such differences will understand more fully his own behavior and that of others. The study of a variety of cultures increases a person's understanding of his own culture and reactions to life situations. One cannot appreciate other peoples in the world or even his own society by studying only himself. As Kipling put it, *And what should he know of England who only England knows.*

In planning a program of education designed to achieve a better understanding of other cultures and peoples, the framework should be built around objectives to:

1. Help the student better understand himself and his society through an analysis of other cultures and peoples.

2. Stress the value of cultural diversity as contrasted to cultural uniformity—to inculcate an appreciation for their differences and similarities between and/or among peoples.

3. Promote an understanding of human behavior in intergroup relations and why individuals, groups, and cultures differ.

4. Increase the skills of students in obtaining information relevant to the conflict situations they are studying.

5. Improve the skill of students in analyzing information available in light of their experiences and also in analyzing background information in arriving at an understanding of divergent points of view.

6. Utilize suggested modes of instruction involving methods, techniques, materials, and evaluative criteria which will best achieve a realization of the stated purpose.

Objectives

Civilization is a movement and
not a condition, a voyage and
not a harbor.

Arnold Toynbee

OBJECTIVES

Walter McCraw

North Carolina Department of Public Instruction

Education with an international perspective has many objectives. They may be expressed in general terms or itemized in specific language. Some of them are concerned with fact-finding and learning, concept development, and skill building. Others are more directly related to feelings, attitudes and values. It is likely that the different types of objectives will frequently blend together in the instructional program.

The general, overall purpose of the learning activities described in this booklet is to improve understanding and appreciation between peoples of differing languages, geographical regions, and cultural backgrounds. The specific objectives listed below are offered as suggestions to teachers concerned with making their teaching more effective. They are stated affirmatively in terms of demonstrated ability and performance to be observed in a student as a result of his international studies.

Generally following Bloom's classification* in establishing a hierarchy, the first list is in the affective domain of values and attitudes. The student:

1. Is aware of other cultures.

2. Is willing to receive information about value systems different from his own and voluntarily selects articles and books about other cultures.

3. Is willing to respond to instructional materials about a different culture; asks questions; offers comments.

4. Obtains satisfaction from responding to information about another culture.

5. Accepts the idea that it is good to know and understand other people of other cultures.

6. Prefers this idea to any competing dogma; rejects xenophobia and isolationism.

7. Is committed to the value of international understanding and cooperation.

8. Conceptualizes this value into his total value system; weighs alternative international policies and practices against the standard of international understanding, rather than narrow special interests.

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*Benjamin S. Bloom, et al. *Taxonomy of Educational Objectives; Handbook I: Cognitive Domain and Handbook II: Affective Domain,* New York: David McKay Company, Inc., 1956.

In the cognitive domain, the goal is a student who:

1. Knows much of the history, customs, language, and geography of one or more cultures other than his own.
2. Knows contributions of various cultures to the world.
3. Knows where and how to find additional information about other cultures.
4. Demonstrates constructive ability to solve problems involving international understanding.
5. Sees the implications in data regarding social and economic circumstances.
6. Understands that people and peoples are more alike than different.
7. Applies general ideas regarding culture to a particular cultural context.
8. Analyzes a culture into component parts.
9. Forms generalizations from cultural data, and observes exceptions.
10. Observes differences in wealth, values, and behavior among cultures and understands the reasons for the differences.
11. Sees the necessity of world trade and the value of world travel.
12. Understands the causes for changes in alliances among nations.
13. Sees the implications of shortened travel and communication time.
14. Understands the nature of international interdependence.
15. Evaluates ideas on the basis of their effect on world harmony.

Generalizations Relative to Concepts about Intercultural Education

A hundred times a day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am receiving.

Albert Einstein

GENERALIZATIONS RELATIVE TO CONCEPTS ABOUT INTERCULTURAL EDUCATION

Ralph and Jean Miller

American School of Guatemala

Young people today are searching for relevance in their studies, as well as their lives, and rightly so. They seem to feel more of a sense of urgency in settling world problems than their parent generation. This is the province of youth—to dream dreams and to seek to improve their world.

The role of the school should not be to perpetuate partial truths, to tolerate shabby thinking nor to encourage satisfaction with the *status quo*. It should be to help young people develop clear thinking, acquire skill in collecting and interpreting data and to generalize and hypothesize about future developments of which one can now only dream.

The area of social concerns admittedly is lagging behind technological know-how. Teachers have been reluctant to consider the entire field of the social sciences in social studies courses. Very little effort has been made to help students discover the interrelationships of all the social disciplines, thus denying them a larger conception of humanity, its problems, concerns and accomplishments.

It is the purpose of this chapter to deal with major concepts[1] and some generalizations[2] which junior high school students conceivably would arrive at in studying the social sciences. It is suggested that the following major concepts are basic goals in any social studies program and, as such, should pervade all phases of it:

Interdependence and Cooperation; Colonization, Immigration and Migration; Communication and Transportation; Shrinking of Time and Space; Technology and Change; Human Rights; Education; Poverty and Wealth; and Likenesses and Differences.

It is further suggested that certain of these large concepts be designated as appropriate for certain specified courses now in the curriculum. For example, **Interdependence and Cooperation** appropriately might accompany a course in world geography; **Colonization, Immigration and Migration** might be suitable for a course in world history; **Communication and Transportation** might be suitable for either geography or history. There is much interrelatedness among the disciplines and the use of a program such as this can be quite flexible.

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[1] *Concept* as used here means a major idea or notion which serves as a classification head for numerous generalizations.

[2] *Generalization* is a statement of a conclusion reached by describing certain conditions observed in numerous situations.

Students should be helped to arrive at such attributes as curiosity, concern for others, willingness to search for facts, skill in searching for facts, and ability to examine objectively and critically both objective and subjective information.

Specific techniques for developing these attributes are discussed in Chapter IV, **Suggested Instructional Approaches For Developing Intercultural Understanding.** The objective here is to list some questions and state some generalizations that students might arrive at by various means such as case study, problem-solving approach, comparative studies, simulation exercises, purposeful letter exchanges, fact finding, and extensive use of reading, listening and viewing.

The generalizations listed in the accompanying model are from six social science areas and are offered only as a guide to the teacher. He may wish to pass over some, develop new ones, or rearrange these with others. The teacher should have in mind some organization to assist him in guiding the students' studies so that they will be realistic and ordered. These three uses of generalizations are suggested as possibilities:

INDUCTIVE—Beginning with divergent experiences, have the students arrive at a defensible generalization.

DEDUCTIVE—Beginning with a given generalization, have the students test it by applying it to many situations and deciding whether it is valid in all cases.

INDUCTIVE-DEDUCTIVE—Upon arriving at a generalization by inductive method, immediately examine it further by applying it to additional situations to determine its validity.

Generalizations may be thought of as hypotheses. They may have exceptions. From the situations examined, it is assumed that the statement of generalization is valid. However, in cases still not examined, exceptions might exist. Therefore, a generalization should not be considered an infallible statement, but one subject to continued search for proof. It may be used as a base from which to work or as a goal arrived at through discovery.

THE FOLLOWING IS A MODEL FOR THE TEACHING OF INTERDEPENDENCE AND COOPERATION IN CONJUNCTION WITH A COURSE IN WORLD GEOGRAPHY.

Much material in geography textbooks has been dealt with as factual and the questions have required factual answers based only on textbook content. Few questions have required reflective thinking or additional source material for finding answers, and little attempt has been made to draw broad generalizations. Failure by students to take this step results in partial failure to develop thinking skills and attitudes.

Classroom learning is directed and controlled by the way teachers phrase questions and structure activities. If teachers are to develop divergent thinkers, the answers must not be implicit in the questions; rather, the questions should allow for more than one right answer and for widely differing, but acceptable answers. *Students should question answers as well as answer questions.*

This model presents sample questions which might be asked by teachers to induce reflective thinking, data retrieval, comparative analysis and other critical thinking skills. Also included are some generalizations at which the group might arrive as a result of its activity. For classes not experienced in these approaches, the teacher may elect to begin with more concrete questions and generalizations dealing with familiar conditions in the home and the community. A few of these are listed in the following section. If more are needed in other sections, the teacher may use these as guides.

A. Economic Implications

A letter or recorded tape exchange between classes in different parts of the world is one activity which could be used as a data-gathering device for a comparative study of the role of economics in interdependence. For example, a class in a U. S. junior high school course in world geography might send the following questions to a class in an overseas American school junior high course in world geography:

1. What are the major products of your city, state, or area?

2. Are all the natural resources necessary for manufacturing or producing these products available? e.g., If cotton products are a major industry, is cotton grown locally? If so, are the insecticides used on growing cotton produced in the area? Are all the ingredients of insecticides and fertilizers locally available? Is the machinery for processing the cotton manufactured locally? If not, where does it come from? Where do the materials come from for manufacturing the machinery?

3. Who buys the major products of your city, etc., and in what quantity?

4. What companies, agencies, and organizations are involved in the distribution of your products?

5. What products or services does your country import, either ready for consumption or needing further processing? Lists may be prepared relating to food, health, clothing, building, transportation, and communication.

6. In what other ways is your community interdependent with other countries?

The following correlative questions also might arise:

(1) What products does your family use which come from other countries?

(2) Did the products which are produced locally originate in your community, country, or in some other country?

(3) Why is it necessary for any community to import certain products?

(4) Why do governments attempt to control the amounts of products entering and leaving a country? How is this done?

(5) What economic benefits are derived by interdependent relationships among nations?

(6) What economic organizations or agencies are in the category of "international"?

Some generalizations which the group might arrive at during the foregoing activity are:

(a) In a highly civilized society no family unit produces all its needs.

(b) Many products thought of as "local" originated in other localities and often other countries; e.g., potatoes originated in Peru.

(c) Local buying and selling are activities in a vast network that may extend around the world.

(d) Limitations of natural resources lead to interdependence.

(e) Specialization resulting from scarcity creates interdependence.

(f) Development of common markets is a striking example of attempts to improve economic cooperation.

A concomitant activity to this study would be the making of charts, graphs and tables depicting the data gathered, thus making easier the comparison of data and the reaching of conclusions.

Subsequent reference in the textbook to economic concerns would be viewed by students with a different perspective as a result of this exercise. The students might request other letter exchanges or activities to deal with other problems.

B. Political Implications

An effective technique for exploring political implications might be the use of a simulation exercise. In this activity hypothetical countries, which are described as to size in area and population, geographical location, type of government, type of economy, etc., have sent representatives to a conference for the purpose of arriving at an agreement regarding a closed boundary, the opening of which would facilitate removal of natural resources of each country to larger markets. Students take the parts of representatives, develop rationales as to their positions in this matter and meet with their delegations (committees of students) to determine the ultimate posture to be taken by each group.

Simulation exercises should be presented to the students only after considerable study and research have been carried on in preparation for the particular exercise. It is impossible for them to operate in a vacuum in creating the roles required by simulated experiences. Simulation exercises give the students opportunity to deal rationally with situations which ordinarily evoke emotional reactions. Through practice in dealing with contrived or hypothetical conditions, students become gradually more able to discuss personal beliefs without rancor or emotional outbursts. (See the bibliographic entries regarding the use of simulation as a classroom activity.)

Possible questions relative to this activity:

(1) How can nations and governments achieve more by working together than by working separately?

(2) What example of presently operating agencies could be suggested? Are they successful?

(3) In what ways do internal strengths and weaknesses affect nations confronted with problems from the outside.

Some generalizations:

(a) Nations and governments, like individuals, can usually achieve more by working together than by working separately.

(b) The capability for internal cooperation may affect the strength of a nation confronted with outside aggression.

C. Geographical Implications

A problem-solving approach might be used to develop these generalizations. The problem, for instance, of the natural resources of eastern Peru not having been developed because of the inaccessibility of the region is one possibility. (See Chapter IV, section on use of problem-solving technique.)

Possible questions relative to this activity:

(1) What is the relationship between natural resources and interdependence?

(2) What values does a nation or a people lose by being completely independent and by being isolationist?

(3) What is the responsibility of society for conserving human and material resources? For sharing them? What are the advantages?

(4) In view of present technological advancement, why are many areas rich in resources still underdeveloped?

The following generalizations might emerge from an attempt to solve the problems of isolated areas:

(a) The earth has many natural resources, known and unknown, which will contribute to man's welfare.

(b) Events in one part of the world can affect people and resources in other parts of the world.

(c) Efficient transportation is necessary to open up isolated areas which are undeveloped.

(d) No country has all the natural resources it needs.

(e) The juxtaposition of countries usually facilitates cooperation and makes it expedient.

D. Historical Implications

Most geography texts consider, at least briefly, the major historical developments. An interesting approach might be to select a particular area of the world and do a reverse chronological study—"What happened immediately before to create this situation?"—going backward in time rather than beginning with the remote beginnings.

Possible questions arising from this activity:

(1) What was the origin of some of the inventions or other scientific contributions made 50 years ago? e.g., navigation, air flight by man, the wheel, etc.?

(2) What contributions were made by the following people? Marconi, Pasteur, Madame Curie, Bach, da Vinci, Newton, Archimedes, Borges, Bolivar, Villa-Lobos, etc?

Generalizations:

(a) Each age of man benefits from the progress of past ages.

(b) The world benefits from the work and discoveries of men from all periods and all nations; e.g., foods, words, scientific discoveries, works of art, etc.

E. Anthropological Implications

A comparative study of culture in several parts of the world could be made. Contributions of many countries in the way of mathematical knowledge, language, food, technology, and clothing could be explored.

Possible questions:

(1) How does the fact of interdependence affect the values one places upon his relationship with other peoples upon whom he is dependent?

(2) If you had been raised by Chinese parents in all the elements of Chinese culture, how would you think and act today?

(3) If your parents had taken a two-weeks-old Chinese baby to raise in your home, how would the thinking and behavior of that child differ from that of his brother in China?

(4) What is a highly developed civilization?

Generalizations:

(a) Civilization is the product of many different peoples.

(b) All major nations have a pluralistic population.

(c) An important way in which a culture changes is by borrowing ideas and practices from another culture.

(d) A highly developed civilization is dependent upon many peoples.

(e) World interdependence demands working with peoples of other cultures, understanding the reasons for their way of life, and valuing their contributions.

(f) The way a person acts, thinks, and dresses is determined by the patterns of the culture in which he is raised.

F. Sociological Implications

Case studies are good vehicles for developing sociological understandings. A study describing the life of a particular family or person for a limited period of time would be presented to the students with leading questions to elicit more questions and hypothesizing about the reasons for this situation. (See Chapter IV for examples of the case study.)

Possible questions:

(1) How does class structure affect interdependence within a country? Among countries?

(2) How do superstitions and religious "taboos" affect the lives of people?

(3) How does technology or lack of it affect relationships among countries?

Generalizations:

(a) Class structures affect the kind and amount of interdependence within a society.

(b) Superstition and religious "taboos" affect the degree of technological development of societies.

(c) When two societies come into conflict, the society with the most advanced technology usually dominates the other.

By using the above outline, or a similar one, it is possible to (1) bring into focus and clarify for the students basic concepts relative to improved world understanding, (2) give practice in various thinking skills which contribute to clearer perception of problems and means for solving them, (3) assist the students in meeting problems of today and the future, and (4) encourage the development of openmindedness in dealing with world problems.

Suggested Instructional Approaches for Developing Intercultural Understanding

No child shall grow to manhood
in America without realizing
the promise and the peril of the
world beyond our borders.
Progress in teaching about world
affairs must not lag behind
progress made in other areas
of American education.

Lyndon B. Johnson

Teachers constantly seek ways to enrich the classroom experiences of their pupils. This chapter is concerned with some ways that may be used to develop intercultural understanding in the teaching of the social studies. Some of these ideas may be used, however, in many other subject areas concerned with the development of attitudes and understanding.

The chapter is divided into sections, each dealing with a different approach. The sections are:

The Development of Reflective Thinking and Attitudes

Suggestions for the Unit Approach

The Case Study

The Inquiry Method

Enrichment Through Interdisciplinary Activities

THE DEVELOPMENT OF REFLECTIVE THINKING AND ATTITUDES

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Two major approaches to instruction in the social sciences are identifiable in today's elementary and secondary school. In the traditional approach, subject matter is organized into topics. The teacher narrates, describes and explains. Students listen to lectures, read text book materials and memorize. The teacher serves as an authority and task master. Minimal use is made of new technologies. The student is expected to remember events, respect traditional institutions, and depend on the authority of the teacher.

Increasingly, in more recent years, a quite different approach is being used. This approach is described by such phrases as problem solving, training for reflective thinking, or inquiry training. The teacher serves as a moderator and a generator of inquiry and the scientific method is used to develop social science generalizations. The student arrives at generalizations inductively through participation in group decision making. The development in the student of information processing skills is a basic objective in this method.

I. REFLECTIVE THINKING

In solving any problem, information in the form of facts, concepts, generalizations, and strategies is processed in and evaluated as to its contribution toward the solution. The information comes from the external problem situation or from memory storage. Problem solving, therefore, involves (1) extracting information from external sources, (2) retrieving information from memory storage*, (3) combining operations from both sources.

Extracting Information

Skill in extracting information comes from practice in asking questions about what one reads, hears or sees. In order to illustrate one possible kind of learning exercise designed to provide practice in extracting informa-

TABLE I

SELECTED DEMOGRAPHIC CHARACTERISTICS OF AMERICAN COUNTRIES

Region & Country	Population estimates mid-1966 (millions)	Annual rate of increase 1958-64 (percent)	Number of years to double population	Birth rate per 1000 population ca. 1966	Death rate per 1000 population ca. 1966	Population under 15 years (percent) ca. 1960	Percent in Metropolitan Areas 100,000+ ca. 1950
Middle America							
El Salvador	3.0	3.3	21	46.5	10.5	45	11.9
Haiti	4.8	2.3	31	46-50	20-25	43	6.0
Mexico	42.2	3.2	22	45.3	9.5	44	20.3
South America							
Argentina	22.7	1.6	44	21.8	8.3	30	43.8
Brazil	83.9	3.1	23	40-44	10-13	43	17.6
Chile	8.8	2.3	31	32.8	11.2	40	29.6
North America							
United States	196.8	1.6	44	19.4	9.4	31	55.9

Source: Adapted from Schmitt, K.M. (1967) Teaching About Latin American Governmental Politics, in Clark C. Gill and William B. Conroy, eds. *The Social Scientists Look at Latin America—Six Position Papers*. University of Texas, Austin, Texas. P. 159.

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*The term "retrieval" is used here to mean more than just the recall of facts. The term subsumes an organization or structuring of a multiplicity of recalled information.

tion, Table I is presented. This table contains a few entries taken from a more complete table showing selected demographic characteristics of all Middle, South, and North American countries.

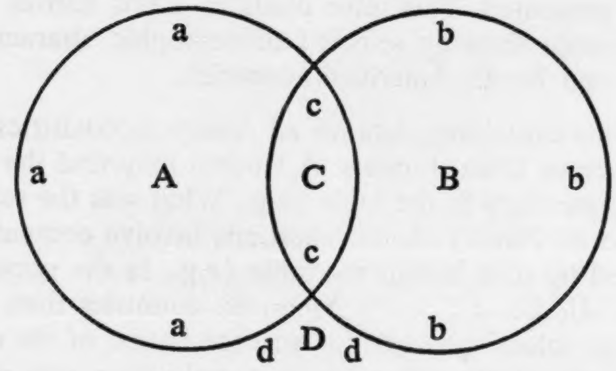
Tables like this containing data for all American countries can stimulate a variety of questions from students. A student may find the answer to his question by a single entry in the table (e.g., What was the estimated population of Mexico in 1966?). Some questions involve comparisons but still may be answered by data within the table (e.g., Is the population growth greater in most Middle and South American countries than in the United States?). Some questions may call for an explanation of the data presented (e.g., Why does the death rate vary so greatly from one country to another?). Students may attempt to develop generalizations from the data presented or to suggest hypotheses which would require further study for testing validity: A generalization can be made, for instance, concerning the relationship between death rate and degree of urbanization. This will lead to a number of hypotheses that might explain the relationship.

A problem-solving approach to intercultural education would include, as one important ingredient, ample opportunities for students to raise questions about the information they encounter. The information used to provide practice in asking questions and extracting information may take a variety of forms—tabular data, narrative or descriptive reading material, audio-visual presentations, case studies, simulation exercises—to mention a few.

Retrieval of Information

Problem solving involves retrieving information from memory storage, particularly information in the form of concepts, generalizations and search models. Such concepts as "man," "culture," "interdependence," "regionalism," "nationalism," "colonization," "economic cooperation," and a host of others—are retrieved from memory storage in the process of thinking about international problems. When a relationship is found between two or more concepts, we have a generalization. Training in problem-solving in the area of intercultural education involves: (1) the identification of major concepts and generalizations to be taught; (2) teaching the identified concepts and generalizations either inductively or deductively, and providing practice for students to discriminate between instances and non-instances of each concept and generalization; and (3) providing students with opportunities to make use of relevant concepts and generalizations in thinking about intercultural and international problems.

Students need practice in discriminating between instances and non-instances of concepts. The following model has been found useful as a means of clarifying concepts for students. The concepts "democracy" and "communism" will be used for the purpose of illustration.



In the above model:

each a in Circle A represents a characteristic of democracy but not of communism

each b in Circle B represents a characteristic of communism but not of democracy

each c in Area C represents a characteristic of both democracy and communism

each d in Area D represents a characteristic of neither democracy nor communism.

Using the above key, students classify statements such as:

1. Emphasis is placed on freedom of the individual. (A)

2. The welfare of the state is of more importance than the rights of the individual. (B)

3. Members of the legislative bodies are elected. (C)

4. The whims of one individual, not laws, determine what constitutes crime. (D)

This overlapping circles model may be helpful in organizing information on the similarities and differences in the customs of two nations.

A search model is a plan on how to proceed in investigating a problem area and identifies the kinds of information to be searched for. Dr. Edwin Fenton, Professor of History at Carnegie-Mellon University, has suggested the following set of questions to aid the search for and organization of information on comparative political systems:

1. Leadership: How does a political system recruit, train, and assign tasks to political leaders?

2. Decision-making: How are political decisions made and carried out on the local, intermediate, and national level in all branches of government?

3. Institutions: What political institutions does a society develop?

4. Ideology: Why does a society organize a particular type of government and how does it explain and justify its government?

5. The role of the citizen: What role does the individual citizen play in government?

These questions are then expected to serve as search models in studying the political system of any nation or group.

Combining Operations

Information extracted from external sources and information retrieved from memory storage must be combined, transformed, or processed in some way to fit the requirements of a problem. Combining operations include all processes involved in the cognitive manipulation of a problem. These reflective processes include classifying, comparing and contrasting, abstracting, generalizing, analyzing, synthesizing, evaluating and structuring information so as to solve a problem.

Intercultural understanding is built as the student attempts to relate new information to what he already knows. The development of this reflective process within international education can lead students into changed attitudes and improved understandings of their own culture and that of other nations. Training in reflective thinking may be the key to the development of understanding.

II. ATTITUDES

Attitudes are developed in most instances by identification, classicial conditioning, instrumental conditioning and the use of information and logical processes. It may be profitable to review each of these as well as some of their implications for developing good attitudes.

Identification

Many attitudes develop through a process known as "identification." Individuals identify, imitate, adopt the beliefs of, and experience the same emotions as do certain other individuals. Those who serve as "models" usually are persons who inspire admiration and affection.

Implication: A letter-exchange program among children of different countries may be one type of learning situation that affords opportunities for the identification process to occur. But some teacher guidance of the program would be needed to insure that the letters exchanged are warm, friendly, and richly informative; not just an impersonal cataloging of facts about home, community, and nation. Potential models for identification also may be found in literature, movies, television, and radio. (A sample letter exchange program is described in Chapter III.)

Classical Conditioning

We are likely to form favorable attitudes toward attitude objects experienced within a pleasant context. The pleasantness of the situation becomes associated with the attitude object. Thus we are likely to form favorable attitudes toward people of another culture when our direct or indirect experiences with those people are pleasant.

Implication: Students are more likely to develop favorable attitudes toward people of another culture when the students find the school instruction on the lives of those people enjoyable and interesting.

Instrumental Conditioning

One tends to develop and express attitudes that are followed by favorable consequences. The expression of the attitude then becomes instrumental in bringing about a desired consequence.

Implication: The teacher can be a reinforcer. Listening to another person as he talks is a powerful form of reinforcement. Hence, the teacher who listens to the efforts of his students as they sensitively search for explanations for the behavior of others is reinforcing (or encouraging) "sensitive searching behavior."

Information and Logical Processes

Under certain conditions, attitudes can be modified on the basis of new information and through logical analyses. These necessary conditions include: (a) the original attitude-to-be-changed is not strongly held; (b) the change in attitude is not contrary to the individual's needs or interests; (c) the source of the new information is respected; and (d) the new information is acceptable to important reference groups of the receiver.

Implication: Most of the conditions that are necessary for new information and logical processes effective in changing attitudes usually are present in classrooms where other cultures are being discussed. Hence, information designed to generate an understanding of other cultures is not likely to encounter strongly entrenched unfavorable attitudes.

Some striking similarities may be noted between the processes through which reflective thinking is developed and the processes through which attitudes are developed. In both cases, instruction should encourage student interaction with instructional material; not just the absorption of that material. In both cases, the learner must develop his own personal meaning from the learning experience. The importance of making the learning experiences enjoyable can be more clearly seen from our examination of how attitudes develop. For both reflective thinking and attitude formation, it is important that the student become immersed and involved in the material he is studying.

SUGGESTIONS FOR THE UNIT APPROACH

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The significant feature of the unit approach lies in the fact that each unit is built around a problem situation. Any successful teaching unit should be meaningful and purposeful to the pupils, and be characterized by first hand experiences and varied activities. The pupils should engage in cooperative activities in which they work together in groups; develop common interests; share purposes, ideas, and materials.[1]

Units designed to teach intercultural understanding should have additional general objectives such as:

1. To know and appreciate man as a species.
2. To create an international awareness.
3. To develop open-mindedness toward other cultures.
4. To obtain a knowledge of international heritage and of interdependence with other peoples and nations.
5. To prepare students for a more effective role in international affairs and for an active membership in the world community.
6. To engender a commitment to furthering the welfare of mankind rather than mere understanding and tolerance.
7. To furnish sufficient flexibility so that the teacher may provide for individual needs, abilities, interests, backgrounds, and personalities.

A written lesson plan for the entire course should be developed that includes a description and an outline for each unit to be taught. The planning of the individual unit should include **Concepts and Generalizations, Objectives, Approaches, Problem Solving, and Skills.**

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[1] *Procedures in Large Unit Teaching.* State of Alabama, Department of Education. Bulletin 1937, No. 9.

CONCEPTS AND GENERALIZATIONS

Any concept has a number of inherent generalizations* that must be understood if the concept is to be meaningful. These in turn are based on facts. The overall concept and its related generalization upon which the units are based should:

(1) Deal with man in a societal orientation; not as an isolated individual.

(2) Be applicable to man at the highest level of abstraction rather than to specific men or communities (e.g., the work of society is carried out through organized groups; group membership involves opportunity, responsibility, and the development of leadership.).

A concept attaches meaning beyond sensory impression to abstract symbols. Concepts are often expressed:

(1) As words—river, mountain, city, urbanism, tradition, culture, democracy, colonialism, migration, import, export, cargo, trade.

(2) As phrases—culture diffusion, balance of power, trade agreement, balance of payments, income tax, polar regions, representative government.

Following are some illustrations of the relationship between generalizations and concepts that are designed to be applicable to the teaching of international understanding.

CONCEPT: DEVELOPMENT OF CULTURE

GENERALIZATIONS:

(a) Although man has attributes akin to other living creatures, he differs profoundly by virtue of his development of culture.

(b) All men are part of a culture.

(c) Culture is a product of man's exclusive capacity to comprehend and communicate by means of language. Culture is socially learned and consists of the knowledge, beliefs, and values which have evolved to establish rules of group life and methods of adjusting to and using the natural environment.

(d) The variety of cultures developed has afforded man more diverse ways of living than is possible for other animals. At a specific time and place, every society has a culture to some degree different from that of any other society, past or present.

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*A generalization as used here is "a universally applicable statement of the highest level of abstraction about man's past or present engagement in a basic human activity."

CONCEPT: CULTURAL HERITAGE

GENERALIZATION:

(a) No modern society has independently evolved more than a small fraction of its present cultural heritage. Each is deeply indebted to the contributions of other civilizations.

CONCEPT: CULTURE AND THE INDIVIDUAL

GENERALIZATIONS:

(a) The culture under which a person matures exerts a powerful influence on him throughout his life.

(b) Since the culture of a society has such an impact on an individual's personality, he feels, thinks, and acts in accord with its imperatives, not only to be accepted by his fellows but also to maintain his self-respect and confidence. The world into which every individual must fit is defined by his culture.

(c) Language is an essential, effective, and exclusively human tool for the invention and transmission of culture. Art, music and other symbolic and aesthetic expressions are also effective means of transmitting culture.

CONCEPT: ALL HUMAN BEINGS ARE MEMBERS OF ONE SPECIES

GENERALIZATIONS:

(a) Populations have seldom remained isolated long enough, nor have they been subjected to sufficiently intensive natural selection, to become homogeneous races. Modern, worldwide interdependencies and rapid transportation and communication make it clear that such isolation cannot be expected in the future.

(b) Physically, all human beings are much more alike than different. Geneticists estimate that all human beings have more than 99 percent of their genes in common and that the most extreme variation results from genetic differences in less than one percent of the genes. Differences between members of the same stock are frequently greater than differences between persons of different groups.

CONCEPT: CULTURAL PARTICIPATION AND CONTRIBUTIONS

GENERALIZATIONS:

(a) All normal individuals, regardless of racial or ethnic background, are capable of participating in and making contributions to a culture.

(b) The environment in which a person lives and his opportunities for personal growth have profound effects upon his development. When these opportunities are limited by cultural poverty or repressive action, society loses as much as the individual.

CONCEPT: BEHAVIOR

GENERALIZATIONS:

(a) Behavior is caused and is not self generated. Each form of individual behavior has a pattern of causes that are multiple, complex, and interrelated. Behavior is not capricious or random. The discovery of causes leads to an understanding of behavior.

(b) Acceptable behavior is purposeful and goal-directed. The individual may not always be aware of basic purposes and underlying needs that are influencing his behavior.

(c) Behavior results from the interaction of genetic and environmental factors. Through genetic influences, individuals have a potentiality for development and learning; yet these genetic factors produce differences among individuals. The character of the physical and social environment shapes the realization of the individual's potentialities.

CONCEPT: INFLUENCE OF SOCIAL GROUPINGS

GENERALIZATIONS:

(a) Through the interaction of genetic and social and physical environmental factors, the individual develops a pattern of personality characteristics. This pattern includes motives for action, the organization and development of self, values and standards of conduct, and relationships with other individuals.

(b) Individuals differ from one another in personal values, attitudes, personalities, and roles; yet, at the same time, the members of a group must possess certain common values and characteristics.

(c) Every individual is a member of several social groups, each of which helps to satisfy his needs. The child starts life as a member of a family but soon establishes additional memberships in school, neighborhood, community, and other groups. As he matures, he extends his membership into a greater variety of groups.

CONCEPT: GROUPS, SOCIETY AND COMMUNICATION

GENERALIZATION:

(a) Communication is basic to the existence of culture and groups. Individuals and groups communicate in many ways other than language. Every type of communication, however, involves symbolism. These symbols differ from one group to another.

CONCEPT: PERSONALITY AND THE SOCIALIZATION PROCESS

GENERALIZATIONS:

(a) The expression of biological drives are influenced by social environment.

(b) The realization of self is modified by contacts with others.

(c) Socialization results from the methods of child training and the experiences of childhood. Social controls and pressures tend to lead to acceptance of the folkways and mores of one's culture.

(d) Status within a culture is based on natural and artificial differences, such as caste, vocation, class, age, sex, and individual traits.

CONCEPT: DEMOGRAPHY AND HUMAN ECOLOGY

GENERALIZATIONS:

(a) Individual and social problems are greatly influenced by the basic nature of the society. These problems have their roots in old age, youth, migration, war, housing, famine, employment, government, transportation, recreational activities, education, vocational opportunities, sanitation, social controls, living habits, and medical facilities.

(b) Individuals generally function as members of communities. The essence of a community lies in the interaction of its members rather than in geographic location. The members of a true community cooperate and compete with one another for sustenance, survival, and cultural values and so develop a "common unity."

CONCEPT: SOCIAL CONTROL

GENERALIZATIONS:

(a) Some of the informal techniques of social control used by groups or individuals to secure conformity are shunning, ostracism, gossip, jeering, praise, approval, and acceptance. Informal social control is often the strongest factor in securing conformity to group standards.

(b) Social control is also secured by formal, codified rules of behavior and taboos, infractions of which result in formal penalties.

OBJECTIVES

Formulating objectives is one of the most important tasks in the development of an instructional plan. Since curriculum grows through a process of constant reevaluation, objectives serve not only to select and focus learning experiences but also to provide the criteria for evaluation. When planning instruction relating to intercultural understanding, defining objectives becomes more important. The following observations may be helpful:

(1) Each individual is unique in his capacities, abilities and in his growth rate.

(2) Objectives should represent the needs of society as a whole rather than the aspirations of some particular segment of society.

(3) Ideals are the finest expression of man's hopes for a better world, and should be reflected in the objectives.

(4) As steps toward ideals, immediate educational objectives should grow out of the knowledge of man, the nature of learning, and the pattern of institutions in society so as to fuse these three essentials into a working pattern of instruction.

(5) Specific growth in knowledge and skills may be planned in such a way as to further the development of understanding and attitudes.

(6) The development of habits of thoughtful inquiry and objective appraisal are basic objectives.

Good instruction can be developed to achieve such objectives as:

(1) Learning that the natural environment influences life.

(2) Growing in understanding that people have many needs and that many people employed in specailized fields are helping to meet these needs.

(3) Learning that people are constantly finding ways to change and improve their ways of living.

(4) Developing problem-solving techniques in preparation for more complex concepts.

(5) Finding how present conditions of growth and change stem from the past.

(6) Learning how cooperation makes it possible for people to meet basic needs and results in better services to all.

(7) Developing an increased interest in happenings of significance in the community, the state, the nation, and the world.

(8) Discovering how people in all communities are influenced by natural and cultural factors.

(9) Broadening and deepening understandings of peoples nearby and in other regions of the world.

(10) Learning that life in the United States and elsewhere is influenced by physical environment, by the heritage from the past, and by cultural interchange.

(11) Becoming aware that patterns of life are changing continuously due to increased knowledge and use of science and technology.

(12) Learning about the ideas of various groups and individuals and their contributions to the pupils' heritage.

(13) Strengthening an understanding of the interdependence of countries of the world.

(14) Acquiring well organized and accurate information about global geography and human relationships around the world.

(15) Learning how pre-Columbian cultures, exploration and discovery, and struggle for independence were parallel to developments in the Americas.

(16) Developing mature appreciation of the interdependence of people through the study of selected cultures, particularly of the value of establishing close relationships with our Latin American neighbors.

(17) Learning about current problems of the Americas in philosophy and governmental practices and gaining greater appreciation of the ideals and processes of American democracy.

(18) Deepening appreciation of the ways others live.

(19) Increasing knowledge of geographic relationships, historical events, and cultural concepts.

(20) Gaining greater understanding of the impact of traditions, values, and new ideas upon ways of living.

(21) Recognizing the position of one's own country as a nation in a world of many cultures, many forms of government, and many value systems.

(22) Learning the origin and influence of different ideologies.

(23) Learning about the common bonds that serve to unify all mankind even though different traditions and beliefs tend to separate peoples.

(24) Comparing the social, economic and political growth of one's own country with that of other nations.

APPROACHES

Education leading to acceptable interactions is based on the belief that each person is unique, beyond materialistic assessment, possesses distinct capabilities, is entitled to basic rights and liberties, and deserves the chance to develop with dignity and understanding.

The following questions suggest a line of approach for arousing pupil interest and response:

(1) Must conflicts always result in bitterness and misunderstanding?

(2) What books or stories have the students read that help in understanding problems of others?

(3) What desires and interests have the students had that conflicted with the desires and interests of others, either at home or at school and how do these compare with those of other cultures?

(4) What goods and services do the students use and from where do these come?

(5) What other states and cities or countries have the students visited, and what likenesses and differences did they notice?

(6) What have the students seen on television that aided in understanding?

(7) What differences of opinion do the students have concerning a recent experience, a current event or a school incident? Why are there differences of opinion locally as well as nationally?

(8) What have the students found practical and pleasurable in the library, and what is there yet to be discovered and explored?

(9) How are lives changed as persons experience new situations?

(10) How can knowledge of a foreign language be of advantage?

(11) What are some of the students' basic needs and desires? How do they adapt them to new people and places?

(12) What are some of the community activities in which the students take part and what needs are met by this participation?

(13) How do the students' associations at home, school, and in the community influence the way they live?

(14) Who are the student leaders of the school? How do they work with all students and what makes them a leader?

(15) What products and occupations are peculiar to one's own area, and how have the location and climate affected them?

(16) How do the students' younger brothers and sisters talk, or how did they as babies talk, as compared to the way they as adults talk? Does this growth in using their own language compare with learning another language?

(17) How are clubs organized and governed and how are the meetings conducted?

(18) What experiences have the students had that called for self-reliance and cooperation?

(19) What experience of "rebellion" have the students faced? What are acceptable channels for these feelings?

(20) How have the students' privileges and responsibilities at home and school changed since early childhood?

(21) How do the students plan a group activity, a party or an outing? Do the final plans differ from the beginning ones?

(22) How and why do the students' school or home responsibilities differ from those of students in other countries?

(23) What would life be like if there were not regulations and schedules?

The following activities related to these questions may be planned as a part of the basic instructional approach:

(1) Develop a bulletin board display relating to other countries.

(2) Discuss the effects of transportation and communication upon the speed with which goods and information are exchanged.

(3) List and discuss some of the problems facing neighbors and tell how these problems may affect the class membership.

(4) Make a mural comparing the use of resources and the development of industry in selected countries.

(5) Make and dress dolls showing the differences in clothing worn by others.

(6) Draw a mural showing the different types of transportation over the world.

(7) Make a table display comparing the arts and crafts of different countries.

(8) Plan details of an imaginary foreign trip.

(9) Make dioramas depicting various phases of life abroad.

(10) Make a bulletin board of current events in a selected area of the world.

(11) Invite people who have lived abroad to speak to the class.

(12) Search for examples of interdependence between countries.

(13) Write an original story about a boy or girl in another country.

(14) Prepare an assembly program for Pan American Day.

PROBLEM SOLVING

The unit approach requires pupils to identify and attempt to find solutions to problems. Problems such as the following are particularly applicable.

A. Who is Man?

(1) What knowledge have we concerning man's origin and early development?

(2) How and why did man migrate to all parts of the world and how does this migration affect his physical, social and emotional characteristics?

(3) What are the factors which influence the development of an individual?

(4) What have been man's goals, needs and drives? Is there a "universal human nature"?

(5) In what ways has man viewed his place in the universe? How has he chosen to express his views?

B. What arrangements has man made to meet his needs and desires?

(1) What are the non-governmental means by which society regulates the behavior of its members?

(2) What governmental arrangements are used?

(3) How do economic systems vary?

(4) What are the institutions that man has created in order to meet his needs?

C. What factors beyond the immediate control of man have influenced his behavior?

(1) How has man's behavior been shaped by his biological nature?

(2) What are the geographic conditions which have influenced the nature of man's institutions, his physical make-up and how he lives?

(3) What has been the influence of man's cultural environment?

D. How does learning affect the activities of man and lead to changes in his culture?

(1) How are ideas and knowledge transmitted and shared?

(2) How does the general level of education affect man's institutions, values, and aspirations?

(3) How has science and technology, with man's increasing control of his environment, affected ways of living, goals, political arrangements and the degree of individual interdependence?

E. What are the persistent problems man has faced in his efforts to meet his needs and aspirations?

(1) How does he resolve conflicts?

(2) How does he effectively use his environment?

(3) What are ways to close the gap between "unlimited wants and unlimited resources"?

(4) How does society cope with aggressive behavior of individuals and groups?

(5) Can an understanding and a feeling of empathy for other people be developed? How?

(6) What methods for choosing leadership, both formal and informal, are most effective?

(7) How does technological change affect a culture?

SKILLS

Helping students to develop, reinforce and use skills is one of the purposes of a unit. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed. Many skills may be developed concurrently. The following outline will suggest some specific skills that should be incorporated into any unit.

A. Locating information

(1) Finding materials in the library

(2) Working with books, encyclopedias, and other reference books

(3) Using the dictionary

(4) Reading newspapers, magazines, and pamphlets with discrimination and purpose

B. Organizing information

(1) Efficient note-taking

(2) Selecting main points and supporting facts

(3) Classifying, arranging, and summarizing material in outline or chart

(4) Making a table of contents and a bibliography

(5) Developing "background" material

C. Acquiring and evaluating information through listening and observing

(1) Listening and observing with a purpose. Learning to reserve judgment until the speaker's entire presentation has been heard

(2) Relating, comparing, and evaluating information

D. Acquiring and evaluating information through reading

(1) Making use of headings, topic sentences, and summary sentences

(2) Recognizing main and subordinate ideas pertinent to the topic being studied

(3) Developing literary appreciation in the pursuit of enrichment material

E. Communicating

(1) Speaking with accuracy and poise

(2) Writing with clarity and exactness

F. Interpreting pictures, charts, graphs, tables, maps, and globes

(1) Recognizing and interpreting the graphic symbols used

(2) Locating places on maps and globes using scales and computing distances

(3) Comparing maps and drawing inferences

G. Problem solving and critical thinking

(1) Recognizing, interpreting, and evaluating problems to be solved. Learning to clearly state problems

(2) Learning to use problem solving techniques in meeting personal and societal problems

H. Developing basic ways of working with others

(1) Respecting the rights and opinions of others

(2) Understanding the need for making, and proper procedures for establishing and enforcing rules

(3) Developing habits of good citizenship

(4) Appreciating the heritage of the students' way of life

(5) Understanding that both rights and responsibilities are inherent in human relationships

(6) Developing ability to see a situation from several viewpoints

THE CASE STUDY

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The "case study" approach is relatively new in the area of social studies for elementary and secondary schools.[1] It is generally conceded to be a productive technique. Although it is still somewhat experimental in social studies, it has been utilized most effectively for many years in the study of law and medicine. The style and type of "case study" used obviously have a tremendous influence upon the effectiveness of the learning situation. In all instances, it must be remembered that the learning situation is the objective rather than the technique or device used. Quite often, today, we become so involved in the "new" social studies—in experimentation—that we lose sight of the real purpose of education—the achievement of students.

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[1] See, for example, Dunwiddie, William E., "Using Case Studies in Social Studies Classes," *Social Education,* May, 1967, pp 397-400; Newmann, Fred M. and Oliver, Donald W., "Case Study Approaches in Social Studies," *Social Education,* Feb., 1967, pp 108-113; Oliver, Donald and Baker, Susan, "The Case Method," *Social Education,* Jan. 1959, pp 25-28.

The "case study" approach used in this example is of the "vignette" variety. There is no attempt to complete a plot. The emphasis is on similarities as opposed to differences.

The two "case studies"—Northeastern Brazil and the Southern Piedmont, U.S.A.—are based on the following large concepts:

Interdependence and Cooperation; Likenesses and Differences—More Alike Than Different; Colonization, Immigration and Migration; Technology and Change; Human Rights; Scarcity and Abundance—A Study In Contrasts; Education In The Western Hemisphere; and Communication and Transportation—A Shrinking Of Time and Space.

The reader is reminded, as these two case studies are examined, that this is a sampling only. No complete educational package is implied. The "Problems for Analysis" may not be adequate under all circumstances and the bibliographies need constant updating. Large concepts are emphasized but it is obvious that this is done for the sake of continuity. It was developed in this manner in order to "tie-in" with the points of view already given in this publication. The case study may be directed, if desired, toward a more restricted framework.

The students who become involved with this approach should be permitted the opportunity for evaluation as well as the responsibility for assisting in the development of the questions. Role playing also is essential in the case study approach in order to generate empathy. Unless the student develops empathy there are no profitable educational experiences to be gained from this approach.

When students become involved emotionally, as they can in a well planned "case," their interests can lead them into further analysis and research. The main purpose should be to create the desire to learn. It is hoped students will establish the love for learning independent of the classroom; that they begin to relate to their interests and that they begin to achieve with enthusiasm and dedication. This is a much more enduring type of education than is the forced or indoctrinated approach that chains the student to the teacher and a text. The student can escape INTO REALITY as he develops this type of critical thinking.

Case Study — Northeastern Brazil

Gilberto Portinari looked out across the semi-wasteland through tear-dimmed eyes. He was 14 years old and still had no brothers or sisters. His parents had just buried their sixth child. Gilberto remembered vaguely that one brother had lived to be about two years old, but that was long ago. This morning the government sent a coffin which they used to take his dead brother to the cemetery—but after the funeral Poppa had to return the coffin because it was only a loan. Gilberto could not understand that—but that was the way it was here in Northeastern Brazil.

During the burying, some man representing what he called "The League," had talked with his father about joining their organization and he thought he heard his father say that he would. His father, rather tiredly, had mumbled, "At least I can see to a decent burial next time." Gilberto wondered what this "League" could be. He watched his father sign a document with a cross (Gilberto guessed that stood for Portinari), the only signature his father could make—or for that matter himself, his mother, or 75 percent of the people in his section of the country. He concluded that they must all be a part of the same family. He had not realized that he was related to so many people.

Gilberto picked up a stone and threw it vicioulsy at the nearest goat. All he had ever known was the herd of goats and the small field that his family worked to the rear of his home.

He wished that his father would let them move to Recife—so many families were doing this—and Poppa threatened, almost every day, that they were going to pack everything and move the next day. His father said that they would have moved long ago if half of the men in Recife were not out of work already. He kept saying that one more drought would finish him, and it was coming—it always did. Gilberto remembered the time about four years ago when there was practically no food. The goats had all died and the crops had turned black and hundreds of people had streamed by his home on the way to Recife. He could remember all of the strange things that he had eaten during this time. His mother would not tell him what some of them were.

His father always talked about the drought of 1957 when so many people died of starvation. Gilberto recalled some of the stories that his father told about the "real bad times" when the bats attacked the people, and, then, another time when the rattlesnakes descended upon farms and villages by the hundreds. Gilberto was afraid of snakes—he hoped it would not be so bad next time. But, even he could see that the goats were getting weaker and the corn was slowly turning black. His father was so angry he would not even talk to him any more.

It had been some time now since Gilberto and his mother and father had tasted a good meal of kid meat, corn, beans, squash, and sweet potatoes. And, good, fresh milk!! Ah, how good that would be, he thought. He liked bread, too, but his father and mother rarely ate it. Corn was their main food. He licked his lips as he thought of a delicious dish of *angu* or maybe *canjica,* but he knew that they would not have any of this for a while.

"Ah," Gilberto exclaimed "the vaqueros!" as his thoughts drifted to the men of the countryside. He recalled that his father was much impressed with the vaqueros and their honesty. If the vaquero found a strange steer he would take care of it until the owner claimed it and sometimes it would be years later. If they had to kill it for food they would set aside a sum of money equal to the value of the steer and if the owner were located they would pay him. Only during droughts would they violate this code of honor.

Other thoughts often ran through Gilberto's mind while herding the goats.

"What was the book so carefully stored away in a corner of his father's room?" He could remember the picture of letters spelling G-R-A-C-I-L-I-A-N-O R-A-M-O-S. "Who was he?" His father and mother did not know—they had found the book after a large number of poeple had passed in front of the house enroute to their new life in Recife. Gilberto was determined to find out some day. There was at least one school in Recife, he knew. If they moved, maybe he could learn to read and then he would know about that book.

As the hot afternoon sun began to go down, Gilberto felt in his pocket for the Otaheite apple and wished that evening and night would pass fast and morning would come so he could eat it. He knew that if he ate it now he might catch the fever and if he ate it that night he would surely die. He simply would have to wait until morning—you could only eat fruit in the morning.

Gilberto leaned his head back against a big rock, pulled his old, battered hat over his face, and in a moment was sound asleep.

PROBLEMS FOR ANALYSIS

1. What problems does Gilberto have that you also have? What problems in your own country are similiar to Gilberto's? In what areas of your country do these problems exist? In your state? In your city? In your community? If you have any problems, how are they different from Gilberto's?

2. In Northeastern Brazil it is commonly said, "More children are born to populate heaven with angels than to populate earth." What does this mean? What are the reasons for this high infant mortality rate? How does this rate compare with other areas of the world? What could be done to lower the infant mortality rate and rate of population increase? What role might education play in either of these two rates?

3. What are the "Peasant Leagues" that Gilberto mentioned? What are alternative means that might be utilized to improve Gilberto's economic, social and political status?

4. Gilberto's father is not allowed to vote. Do you know why? What people in your country are not qualified to vote?

5. Would the vaquero "code of honor" be the same in your country? Would if differ from one state or community to another?

6. What are Gilberto's educational opportunities? Why is it that so many of his people cannot read and write?

7. Gilberto's father was a tenant farmer who worked for Francisco Castro. For that matter, almost everyone he knew did. He remembered his father once said, "The dirt does not belong to us in Northeast Brazil—we belong to the dirt." He wondered what his father meant.

8. Gilberto had heard that everybody in Sao Paulo was rich! Why is Sao Paulo more attractive than Recife? Of what importance is Recife to Northeastern Brazil?

9. How does a one-crop economy bring about interdependence? Are there any ways in which international agencies could help Gilberto's situation? How?

10. Some people believe that Northeastern Brazil is on the verge of rapid social, political, and economic change. What are some of the reasons why they might believe this? What conditions have you seen in your country that indicate social, political, and economic change?

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Case Study — Southern Piedmont Region — U.S.A.

Jim McCoy yanked at his patched trousers tied another knot in his new rope belt, grimaced at the white-hot sun and swung his hoe with renewed venom. Cotton was hard to hoe at any time but when it was this high it was almost impossible. Jim could see some white beginning to wink at him from the bolls but it still had a long way to go—and if it didn't rain soon there would be no crop at all. Jim remembered a few years back—he was only 12 now—when the boll weevils struck and they had lost all their cotton. If they could get a little more rain, and, if the boll weevils did not come again, maybe, just maybe, this year they would have a good crop. His Pa said that this looked like a good year.

He looked up and saw his youngest sister, Amy Lou, coming down the row with a jug in one hand and basket in the other. The idea of good, cold spring water seemed good. They found a shady tree at the end of the row and sat down. Jim drank long from the jug and then began to munch on the chitlings and corn bread. Ham, blackeyed peas, apple pie—how good that would taste right now, he thought. He suddenly realized that his sister was talking:

"Pa's ailin' agin," Amy Lou said, with a knowing smile on her face.

Jim smiled briefly, too, for he knew his Pa's ailments always followed a bout with the corn liquor jug. His Pa didn't like to work; Jim and his sisters did most of the field work.

There was a school about 10 miles down the valley but Jim had never been to school a day in his life. His Pa had said many times that you didn't need an education to plow. Anyway, Jim supposed what was good enough for his Pa was good enough for him. His Ma could read a little and she would read the Bible to them every night. They only had three books—the Bible, the almanac, and the Sears and Roebuck catalogue. Of the three, Jim had great awe for the first two but he spent many hours dreaming with the "wish book."

Jim sighed as he thought about the beautiful house the Malones owned in Three Forks. At one time the Malones had owned most of the land around Three Forks. What the inside of that home must look like!, Jim marveled. He was certain that it was better than the dirt floor in his home—and lights, ah!! He remembered seeing the lights on at night one time and it looked like the entire main street of Three Forks, all lighted up.

He took a last cool swallow of water, picked up his hoe, squared his bony shoulders and started up the row toward the spot where he had left off hoeing for his dinner.

PROBLEMS FOR ANALYSIS

1. Is education important to the people in the Piedmont? Do most of the people know how to read and write? What is significant about this? What was Jim's attitude toward education?

2. What do you think are the work responsibilities for each member of Jim's family? Of Gilberto's? Of your own?

3. Why do you think that the McCoys still depend upon a single-crop economy?

4. Why do you think Jim was impressed by the Bible and the almanac. Discuss your opinion.

5. What economic contrasts do you see depicted in this case study?

6. What similarities do you see in the two case studies? What are the differences?

7. Would you think that Gilberto or Jim had the brighter future? Why do you think this?

8. What would be the ambitions of Gilberto and Jim? How do they see their future?

9. In analyzing the climate, geographical conditions, etc., would you prefer to live in N.E. Brazil or in the Piedmont region? Give your reasons.

10. What type of social life would you visualize for Jim? Gilberto?

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THE INQUIRY METHOD

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Probably the most discussed aspect of current experimentation with instructional methods in social studies is the emphasis on inquiry and discovery—on inductive approaches. In application, these approaches take on many different forms, but the intent is basically the same in all—to encourage active learning, as distinguished from acquiescent receptivity, and to develop the learner's ability and will to find out for himself through rational thought processes.

The modes of inquiry used in the social studies have yielded most impressive new knowledge and insight into the nature of man and the complex interrelationships of social groups. As far as possible, social studies teachers must become acquainted with this great harvest. Even more important is the usefulness of the modes of inquiry in the study of intercultural understandings. In order to structure inquiry as one technique of instruction in the classroom, the teacher must understand the theory and method of such instruction. To emphasize broad generalizations and value concepts will bring into focus the idea that intercultural understandings are important means of resolving differences through critical analysis.

When inquiry and discovery is applied in the classroom, a body of facts and ideas is presented so that the student is encouraged to make correct inferences about unstated facts or ideas by the momentum of information that has already been presented. The student is challenged to find out for himself the generalizations or inferences of the subject matter as the result of his own thinking and the manipulation of basic facts. The student is no longer simply a receptacle for a set of pre-determined and predigested conclusions. When the process of inquiry works most effectively, discoveries become sequential and cumulative, with one insight or generalization leading to others as new material is presented, each adding a new stage of breadth or depth to the students' knowledge and comprehension.

It is maintained by Edwin Fenton of Carnegie-Mellon University, that the development by students of skill in the use of the inductive mode of inquiry is the primary objective of the social studies. He further maintains that, in contrast to those facts and generalizations learned by rote and soon forgotten, the mode of inquiry can provide a tool useful throughout life. Students using the inductive method will arrive at broad principles and generalizations and experience the same thrill of discovery enjoyed by scholars.

Fenton, in the book *Teaching the New Social Studies: An Inductive Approach,* states:

> *. . . we must teach methods of interpretation if we claim to teach history. Students must learn the rules by which historians collect*

> *evidence, and use it to interpret the past if they are to read and write history intelligently. They must be able to judge whether an author's conclusions are supported by the evidence he presents . . .*

These views deserve serious considerations and social studies teachers may find the use of the inductive method most rewarding. The attractiveness which exists is that if it is possible to give every young student, through the use of the inductive mode of inquiry, the tools and skills which will enable him to distinquish between truth and falsehood, to keep a cool head, and use sound judgment in emotion-charged situations, and to "make sound judgments both in personal life and on public policy," then why not do so?

What is acquired by the student is skill in developing generalizations and recognition of the limitations of these generalizations. A series of questions guides the student in acquiring information on a topic. It thus serves as a search model and as a means of structuring information.

The basic steps in the mode of inquiry for the social studies are best presented by Fenton in the book *The New Social Studies.* His steps are as follows:

1. Recognizing a problem from data
2. Formulating hypotheses
    a. Asking analytical questions
    b. Stating hypotheses
    c. Remaining aware of the tentative nature of hypotheses
3. Recognizing the logical implications of hypotheses
4. Gathering data
    a. Deciding what data will be needed
    b. Selecting or rejecting sources
5. Analyzing, evaluating and interpreting data
    a. Selecting relevant data
        (1) Determining the frame of reference of the author
        (2) Determining the accuracy of statements of fact
    b. Interpreting the data
6. Evaluating the hypothesis in the light of the data
    a. Modifying a logical implication unsupported by data
    b. Stating a generalization

Basic to Fenton's inductive approach are the use of supplementary and complementary instructional materials and directed questioning, both aimed at providing the student with a certain amount of factual data from which, under the careful and structured questioning routine, he can combine and synthesize into a larger whole or generality.

Most teachers teach the mode of inquiry implicitly. In courses such as junior high social studies, students are required to come to conclusions in terms of evidence and by so doing are exposed to the techniques by which social scientists develop and validate generalizations. But implicit attention to the mode of inquiry is usually not enough to assure mastery of complicated techniques. Students also should study method for its own sake in order to fix correct procedures firmly in their minds. Explicit training in the use of scientific method is required. This requirement places three obligations upon the teacher.

First, it requires him to teach the steps in the mode of inquiry. A well-trained student should be able to state specifically the steps required in the process of developing and validating an hypothesis.

Second, teachers must develop the cognitive skills essential to thinking in the social sciences. Each skill must be taught explicitly over and over again if students are to master it.

Finally, teachers must give incidental attention to the mode of inquiry when they are teaching primarily for knowledge objectives. Unless teachers are aware of the importance of the mode of inquiry and of the necessity to reinforce the process of learning it through constant use, it will not be mastered by their students.

With specific reference to the social studies, the inquiry and discovery approach, whether or not it seeks to develop an understanding of intercultural understandings through inquiry, is based on providing each student with pertinent source materials—documents, diaries, memoirs, letters, pictures, recordings, slides, tapes—which are subjected to careful scrutiny (inquiry) for internal evidence and from which will come concepts (discovery) that reinforce a generalization. In contrast to other methods used in social studies instruction, the emphasis is on the inductive approach; material is presented, evidence is found, conclusions are made, generalizations are formed. Whether inquiry and discovery would have taken root in a soil unnurtured by the wealth of educational materials that has appeared in recent years is uncertain. In any case, the two developments certainly go hand in hand. No longer will it be possible to place only one textbook with its predigested conclusions and generalizations in the hands of social studies students and say that it will produce good results. The materials and resources that can provide for students the opportunities for inquiry into different sources and interpretations must be available and used.

In the process of inductively arriving at conclusions, the relating of sources to historical events and the comparing of professional judgments will afford the student both a personal and a critical awareness of the "making" of history by historians. When the young inquirers or researchers select facts and organize them in such a manner as to answer a question, prove a point, or defend a position, their method is that used by professional historians, and should prove equally as satisfying and stimulating. Working in such a manner, students are likely to develop the same know-how for independent study as well as self-reliant intercultural understandings.

Inquiry or inductive teaching is not new; good teachers have always led their students to discover for themselves. The inquiry and discovery method places a premium on good teaching not found in other methods. Developing an inquiry-oriented teaching strategy, however, is not easy. Learning how to utilize it in teaching is even more difficult. One can only become adept at inquiry instruction by doing it—reading about it will not suffice. The inquiry approach described in the following example illustrates how the technique may be used in teaching about intercultural understandings.

Example Of Inquiry In Intercultural Studies

The teacher of junior high school social studies may initiate a study with a reading assignment of part of the so-called "Jamaica Letter" written by Simon Bolivar who, after his second unsuccessful attempt to liberate Venezuela from the Spanish, was in Jamaica. In the letter Bolivar analyzed the causes of the American failure and the reasons for his faith in the final success of liberating his country. The part of the "Jamaica Letter" which should be utilized as assigned reading for the lesson is as follows:

> *I shall tell you with what we must provide ourselves in order to expel the Spaniards and to found a free government. It is UNION, obviously; but such union will come about through sensible planning and well-directed actions rather than by divine magic. America stands together because it is abandoned by all other nations. It is isolated in the center of the world. It has no diplomatic relations, nor does it receive any military assistance; instead, America is attacked by Spain which has more military supplies than we can possibly acquire through furtive means.*
>
> *When success is not assured, when the State is weak and when results are distantly seen, all men hesitate; opinion is divided, passions rage, and the enemy fans these passions in order to win an easy victory because of them. As soon as we are strong and under the guidance of a liberal nation which will lend us her protection, we will achieve accord in cultivating the virtues and talents that lead to glory. Then we will march majestically toward the great prosperity for which South America is destined. Then will those sciences and arts which, born in the East, have enlightened Europe, wing their way to a free Colombia, which will cordially bid them welcome.*

After a careful reading of the selected paragraphs by the students, the teacher may implement the inquiry approach through carefully posed questions according to the following steps:

Step 1: RECOGNITION THAT THERE IS A PROBLEM

In this step of the procedure students and teacher alike become sensitive to an existing problem situation in the "Jamaica Letter" and are made aware of the fact that the goal of the class is to seek ways which would assist in resolving the problem. This awareness may have been aroused by the reading of the letter or posed as a question by the teacher. The question, for example, may be asked in this manner; "How are Bolivar's hopes and dreams for Venezuela related to the concept of colonization?" The summarizing question then serves as the basis for the hypothesizing phase of the process. The class may accept the concept of colonization as a category which may serve as a useful basis for one classification system and attempt to classify accordingly the various hypotheses drawn from the social sciences.

Step 2: FORMULATING HYPOTHESES

The teacher's role will be to ask analytical questions of the class as well as to guide the students into asking analytical questions and formulating hypotheses related to the concept presented through the problem. If the students fail to ask analytical questions related to the concept, the teacher may assume that they have not learned questions in a useful form as part of a mode of inquiry and he may have to assume the initiative in asking questions until the students develop the ability to do so. Without critical thinking skills and knowledge, students cannot discover except for cues from the teacher.

Following are some of the hypotheses which may be implied from the social sciences in relation to the concept of colonization in Venezuela.

Economic—Man's desire for security moves him to great efforts despite severe hardships.

Anthropology—When large groups of people from one culture move to another cultural area, new cultural patterns will develop.

History—The pattern of colonists first rebelling and then seeking independence has often been repeated. The development of social, political, and economic institutions is always influenced by what has gone on before.

Geography—Geographical isolation slows the rate of change in a society.

Political Science—When a colony becomes more self-reliant, it usually expects the mother country to allow it more freedom. The desire of people for independence and self-government is a strong force in bringing about change.

Sociology—A new culture is often a composite of other cultures. When two societies come into conflict, the society with the most advanced technology usually assumes supremacy.

Step 3: RECOGNIZING THE LOGICAL IMPLICATIONS OF HYPOTHESES

The teacher's role in this step would be to point out the tentative nature of the hypotheses, examine the implications of each, and get students to accept or reject the tentative hypotheses. The students, with the teacher's guidance, should attempt to clarify and define all terms in the hypotheses in order to avoid ambiguity and provide a common ground for discussion of each. The teacher should remind the students that verifying each hypothesis depends upon both its content and communicability of meaning.

Step 4: GATHERING DATA

The hypotheses finally entertained by the students will provide the direction for research for data. For example, a logical political science implication in Venezuela may be stated as follows: "The desire of people for independence and self-government is a strong force in bringing about change." This statement leads directly to the searching for evidence to support the hypothesis. The teacher may distribute a special bibliography of reference books on Simon Bolivar and Venezuela to the students to assist them in locating appropriate research works when gathering data. (See example of bibliography at end of this section.)

Step 5: ANALYZING, EVALUATING AND INTERPRETING DATA

The process of making reference to data for support and proof of the several hypotheses related to the concept of colonization in Venezuela is correlative with exploration. The teacher should help the students become aware of the fact that, although organization of the data begins at the same time as the gathering of the data, it also is organized after it is gathered, so that systematic analysis and judgments can be brought to bear on it. When students accept the probable truth of the hypotheses, they must do so for certain reasons. These reasons are the criteria for judgment. Thus, the judgment is made that the pattern of colonists first rebelling and then seeking independence in Venezuela can be validated because related data can be collected substantiating such an historical hypothesis. Various data relative to such an hypothesis must be brought to bear on it to prove or refute its validity in relation to the concept.

Students may be guided into asking themselves the question, "What is valued when, on the basis of certain criteria, I accept the hypothesis that the pattern of colonists first rebelling and then seeking independence in Venezuela has often been repeated?" If the list of criteria is examined, it is evident that what is valued is evidence. If evidence is valued as the basis on which judgments are made, the question must then be asked, "What is assumed when the judgment is based on evidence?" The answer is assumed as evidence and serves as sufficient proof, for the purpose of the hypothesis, that something is probably true. Were the judgment made on the basis of intuition, private feelings would be valued and assumed in arriving at the "probable truth" in this manner. In any case, the end result of student research should be the reaching of a conclusion or tested hypothesis warranted by the available evidence and the stating of a generalization.

Step 6: EVALUATING THE HYPOTHESES IN LIGHT OF THE DATA

This process involves the modification of hypotheses if necessary or the stating of generalizations which have met the tests imposed by the method of inquiry. The statement should represent the most tenable solution to the problem based on all available evidence and should not be taken to represent a final truth. Its tentative nature is recognized. If one assumes, in the anthropological example, sufficient evidence for its support has been found, and no evidence leading to its refutation or major reconstruction is found, the warrantable conclusion may be stated as follows:

"If a people of one culture contact a people of a different culture, then a culture different from either of these, but characterized by identifiable elements of each, emerges."

However, if the inquiry is ended at this point, it would be ruling out the possibility that with the use of different methods there might be a more satisfactory conclusion, a more adequate resolution of the problem. Thus, an additional step is taken which is essential for the expansion of inquiry. If doubt emerges about the methods used in the inquiry procedure, an antecedent condition for inquiring is again established. This time, however, the subject matter problem is not the object of inquiry. Instead, inquiry is conducted into the method used in the original inquiry. This inquiry follows the same pattern of questioning as did the original.

Awareness of and inquiry into methods is essential if the methods are to be applied again or if they are to be reconstructed. The key to the process is the willingness on the part of the students and the teacher to further explore and validate the generalizations reached from contents of the "Jamaica Letter."

Sample Bibliography on Simon Bolivar and Venezuela

This bibliography for students has been prepared to provide a listing of the many research references related to the liberation efforts of Simon Bolivar in the South American nation of Venezuela. The listing may prove useful to the students when researching the various hypotheses in order to validate or refute them in relation to the concept of colonization. Such bibliographies should be developed for any topic used in this method of teaching.

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ENRICHMENT THROUGH INTERDISCIPLINARY ACTIVITIES

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Because of its natural concern with such disciplines as geography history, economics, sociology, and politics, education for intercultural understanding comes within the province of the social studies. This activity can, however, be enriched by the infusion of activities from other areas of the school curriculum. These added and related activities may serve as a vehicle for arousing interest among students who might not otherwise be interested in the subject.

The following are offered with the hope that they may stimulate teachers to think of other ways in which intercultural education can be correlated effectively with the entire school curriculum:

Language Arts

1. Write letters to students in another nation. The letters should be so structured as to elicit replies that are informational, not trivial.

2. Study words in the students' vocabulary that have been borrowed from another language.

3. Write reviews and have panel discussions on books and articles about another culture.

4. Study a novel or play (in translation) for what it reveals about another culture.

5. Study a novel such as Michener's *Hawaii;* then organize a discussion to determine what each ethnic group has contributed to the culture. (This technique of using a book as a springboard for a discussion might apply equally as well to other art forms such as music, painting, and poetry.)

Foreign Language

1. Invite a local resident, or visiting student, who is a native speaker of a foreign language to visit the class and tell about a typical day in his native land.

2. Make a list of the practical needs for knowing a second language.

3. Make a list of words that are the same, or similar, in several languages.

4. Develop material on countries where the foreign language is spoken.

Music

1. Learn folk dances of several cultures.

2. Study folk songs to learn what they reveal about the thinking of people in different lands.

3. Study the national origins of musical instruments.

4. Study characteristic music of a nation or a subculture: American jazz, spirituals.

Arts and Crafts

1. Examine the varied forms of painting, sculpture, and architecture; form hypotheses about their implications and test the hypotheses.

2. Examine cartoons from several nations; observe similiarities and differences in the humor; discover what the humor reveals about the mind of the people.

3. Prepare exhibits of crafts from around the world.

There are, of course, implications for intercultural understanding in other subject matter areas. Students in home economics classes can make native costumes and prepare foods identified with other cultures. Physical education can include games from abroad. Mathematics and science can provide information about contributions, inventions, and discoveries by persons from various nations and cultures. The resourceful teacher will not be limited by any artificial boundaries between areas of study, but will draw from all available materials to enrich the classroom experiences in promoting intercultural understanding.

2

Evaluation

The improvement of the understanding is for two ends; first, our own increase of knowledge; secondly, to enable us to deliver that knowledge to others.

John Locke

EVALUATION

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One of the more difficult tasks facing the classroom teacher is that of evaluation. The teacher's task is compounded by the number of variables to be evaluated, the large and bewildering variety of materials available for determining student achievement, the difficulty of "evaluating" student attitudes and behavioral changes, and many others. Krathwohl, Bloom, and Masia have classified learning into three domains: cognitive, affective, and psychomotor. Such a classification can be of great help to the teacher in relation to evaluation.

Cognitive learning is related to such things as remembering facts, comprehending ideas, generalizing, analyzing, hypothesizing, and synthesizing. The affective domain pertains to values, beliefs, attitudes, and appreciations. In this domain, we are dealing with learning that relates to an emotion or acceptance and rejection. Objectives encompassed in the psychomotor domain involve some muscular or motor skill, some manipulation of material and objects, or some act which requires neuromuscular coordination. Objectives in the psychomotor domain are most frequently related to handwriting and speech and to physical education, trade, and technical courses.

Two widely used approaches in evaluating cognitive learning are the objectives and essay tests. The objective examination is most commonly used in measuring recall and understandings. Items designed to measure understandings would require the use of knowledge in a variety of problem solving situations and demand the ability to interpret data. The use of the essay-type examination allows the student to develop the ability to analyze, synthesize, interpret, and apply generalizations. The key to the essay examination is the ability to formulate the problem so it is not ambiguous. The problem should give the student some guidelines as to the direction the essay should take.

The evaluation of affective learning is a more difficult task. However, a variety of means are available to the teacher who wishes to use them. The following are examples that may be utilized by the teacher in determining and evaluating student attitudes, values, and beliefs.

PROJECTIVE TECHNIQUES

The teacher may use devices which allow the students to project their basic feelings by reaction or interpretation. The teacher may show students a series of pictures reflecting human beings in a variety of situations and have them give their reactions verbally or in writing. The sentence completion device gives the student a portion of a sentence with instructions to complete the statement. Theoretically, how students complete the statement would provide a good clue to basic attitudes. Students may be asked to react to such statements as "Most Latin Americans ————;" or Mexico is ————." Teachers, however, must take care in interpreting student reactions, and not be influenced by their own biases.

QUESTIONNAIRES

Students may be asked to respond to a list of statements believed to reflect attitudes. These statements, in varying forms, may be administered periodically to reveal changes in values, beliefs, and attitudes. The following illustrate the use of a questionnaire:

(a) Check those items you feel best depict Latin Americans:

——backward——lazy——hardworking

——economically progressive——tolerant

(b) Indicate the relative importance to the United States of the following by using a rating scale from 1 through 5. (#1-most important, #5-least important.)

——England——Japan——Latin America

——Africa——Canada

INTERVIEWS

This can be a very useful technique to obtain information concerning student feelings and attitudes. Interviews may be structured, in which questions are developed in advance, or unstructured, in which the interview situation is allowed to set the line of questioning. The advantage of the face-to-face interview or conference is that it gives the teacher the opportunity to hear *how* a student responds as well as *what* is said, and permits the clarification of feelings and attitudes held by students. The teacher should consider the use of the tape recorder in interviews, thus providing an accurate record for playback and capturing significant statements which can be easily forgotten or overlooked by the interviewer.

ANECDOTAL RECORDS

Kept in a systematic, objective manner, a personal diary or daily log of observations of an individual student can be utilized to identify attitudes and attitudinal changes. Entries should be recorded on a regular basis and over a relatively long period of time in order to draw valid inferences about a person's attitudes and behavior. The teacher must decide beforehand those aspects of attitudes and behavior to be searched out and collect specific information. In developing anecdotal records, the observer should take the following precautions:

(1) Date each entry in order to detect changing patterns of behavior and attitudes over a given time period.

(2) Entries should place specific behavior within the context in which the behavior occurred.

(3) Both negative and positive behavior should be recorded.

(4) Be as specific as possible in describing situations; avoid ambiguous words.

(5) Be careful in overgeneralizing from recorded information obtained.

OBSERVATION

Classroom teachers have the opportunity to observe students in a wide variety of situations, both formal and informal. The teacher who determines in advance what to look and listen for will find this technique most fruitful. For example, a teacher whose class is composed of students from various ethnic backgrounds has the opportunity to observe how students work together in a formal classroom situation. By observing the same students at informal school functions such as athletic events, school social functions and class trips, the teacher may observe student behavior in an informal, social atmosphere. The value of observation, however, depends on the objectivity of the observer and the skill used in evaluating what is observed.

ROLE-PLAYING

The use of role-playing or the socio-drama allows students to act out spontaneously their own feelings or the feelings of others as they place themselves in the shoes of others. By placing themselves in another's role, the student has an opportunity to develop empathy for others and a clearer understanding of how others see the world. The experiences of role-playing can help students realize that there are a great variety of acceptable solutions to human problems. In using this device, the teacher should keep some precautions in mind. He should select relatively simple situations and describe them and the roles to be acted out. In beginning the use of this technique, a few able students should be utilized until the entire class has a grasp of how the technique operates. Ample time should be allowed for follow-up class questioning and appraisal related to the portrayals. Here again the tape recorder can be used for playback of role-playing so that students evaluate and analyze their roles.

Closely identified with role-playing are simulations and games in which students are given the opportunity to place themselves in roles that give insights into situations related to intercultural understanding. Ranging from the simple to the sophisticated, the simulations and games are designed to elicit empathy and understandings of peoples and nations in given situations. It should be pointed out that the use of role-playing, socio-dramas, games, and simulation allow the teacher to use some of the previously mentioned techniques of evaluation such as observation and anecdotal records.

The preceding techniques for evaluation in the affective domain require time, planning, and work on the part of the teacher. Furthermore, they require considerable skill and knowledge to develop and interpret. The teacher must avoid ambiguity in wording; the teacher's bias must not be allowed to interfere with interpretation; care must be taken in overgeneralizing from results. Such pitfalls should not, however, cause the teacher to avoid determination and evaluation of student attitudes, beliefs, values, and behavior. Evaluation is both a challenge and an opportunity—it allows us to determine how successful teaching has been, and allows for improvement in the future.

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There should be no inferiors
and no superiors for true
world friendship.

Carlos P. Romulo

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Compiled by Louis A. Grigar

Texas Education Agency

I. Books for Teachers Related to Social Studies Education

II. Books Related to Understanding Cultures for Teachers and Students

III. Books for the Classroom

  A. Individual Titles

  B. Bibliographical Sources

IV. Guides to Audio-Visual Materials

V. Miscellaneous

  A. United States Office of Education Projects Related to Intercultural Education

  B. Sources of Information

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Studying Africa in Elementary and Secondary Schools
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Studying the Middle East in Elementary and Secondary Schools
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V. Miscellaneous

A. RESEARCH PROJECTS ON TEACHING ABOUT WORLD AFFAIRS

An Examination of Objectives, Needs, And Priorities In The International Education In U. S. Secondary And Elementary Schools, Foreign Policy Association, 345 East 46th Street, New York, New York 10017. James M. Becker, Director.

Anthropology Curriculum Study Project, 5632 Kimbark Avenue, Chicago, Illinois 60637. Malcolm Collier, Director.

Development And Testing Of Instructional Materials, Teaching Guides And Units On The History And Culture Of Subsaharan Africa, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15200, Barry K. Beyer, Director.

Development Of First Grade Materials On "Families Of Japan," Kent State University, Kent, Ohio 43212. Melvin Arnoff, Director.

Development Of Guidelines And Resource Materials On Latin America For Use In Grades I-XII, University of Texas, Austin, Texas 78712. Clark C. Gill and William B. Conroy, Directors.

Development Of Instructional Units And Related Materials On Racial And Cultural Diversity In America, Tufts University, Medford, Massachusetts 02155. John S. Gibson, Director.

Development Of A Pilot Program For A Cultural Approach To The Study Of History In Grades Seven And Eight, Mt. Greylock Regional High School, Williamstown, Massachusetts 01267. Gregory R. Anrig and Lawrence H. Vadanis, Jr., Directors.

Development Of A Sequential Curriculum In Anthropology, For Grades 1-7, University of Georgia, Athens, Georgia 30601. Wilfred Bailey and Marion J. Rice, Directors.

Image Of Latin America: A Study Of American School Textbooks And School Children Grades, Two Through Twelve, Northern Michigan University, Marquette, Michigan 49855. Vito Perrone, Director.

Identification Of Major Social Science Concepts And Their Utilization In Instructional Materials, Syracuse University, Syracuse, New York 13210. Roy A. Price, Director.

Inland Valley Elementary School Archeology Project, University of California, Berkeley, California 94700. Donald W. Hardy, Director.

Intercultural Studies, K-16, State College of Iowa, Cedar Falls, Iowa 50613, Wallas Anderson, Director.

Match Box Project (*Materials And Activities For Teachers And Children: Development And Evaluation Of Multimedia Kits, K-6*), Children's Museum, 60 Burroughs Street, Boston, Massachusetts 02130. Frederick H. Kresse, Director.

The Preparation Of American Teachers In The Field Of World Affairs, American Association of Colleges for Teacher Education, Washington, D. C. 20000. Harold Taylor, Director.

Preparation Of Teaching Guides And Materials On Asian Countries For Use In Grades 1-12, University of California, Berkeley, California 94720. John U. Michaelis, Director.

A Study Of Effectiveness Of Different Methods Of Teaching International Relations Of High School Students, Kansas State Teachers College, Emporia, Kansas 66801. Dale M. Garvey and William H. Seiler, Directors.

Survey Of Asian Studies In Secondary Schools In New England, Tufts University, Medford, Massachusetts 02155. Allan B. Cole, Director.

World History Project, Northwestern University, Evanston, Illinois 60201. L. S. Stavrianos, Director.

B. SOURCES OF INFORMATION

1. Foreign Embassies in the United States

Afghanistan—Royal Afghanistan Embassy, 2341 Wyoming Avenue, N. W., Washington, D. C. 20008.

Algeria—Embassy of Algeria, 2200 R Street, N.W., Washington, D. C. 20008.

Argentina—Argentine Cultural Office, 1600 New Hampshire Avenue, N. W., Washington, D. C. 20009.

Australia—News and Information Bureau, Australian Consulate General, 636 Fifth Avenue, New York, New York 10020.

Austria—Austrian Information Service, 31 East 69th Street, New York, New York 10021.

Belgium—Belgian Information Service, 50 Rockefeller Plaza, New York, New York 10020.

Bolivia—Consulate General of Bolivia, 10 Rockefeller Plaza, New York, New York 10020. For tourist information—Hamilton-Wright Organization, 201 East 42nd Street, New York, New York 10017.

Botswana—1701 New Hampshire Avenue, N. W., Washington, D. C. 20009.

Brazil—Brazilian Government Trade Bureau, 551 Fifth Avenue, New York, New York 10017. Also Chancery, 3007 Whitehaven Street, N. W., Washington, D. C. 20008.

Burgaria—Office of the Legation, 2100 16th Street, N. W., Washington, D. C. 20009.

Burma—Consulate General of Burma, 10 East 77th Street, New York, New York 10021.

Burundi—Embassy of the Kingdom of Burundi, 1875 Connecticut Avenue, N. W., Room 1114, Washington, D. C. 20009.

Cameroon—Embassy of the Federal Republic of Cameroon, 1705 New Hampshire Avenue, N. W., Washington, D. C. 20008.

Canada—Embassy of Canada, 1746 Massachusetts Avenue, N. W., Washington, D. C. 20036.

Central African Republic—Embassy of the Central African Republic, 1618 22nd Street, N. W., Washington, D. C. 20008.

Ceylon—Embassy of the Republic of Ceylon, 2148 Wyoming Avenue, N.W., Washington, D. C. 20008.

Chad—Embassy of the Republic of Chad, 1132 New Hampshire Avenue, N. W., Washington, D. C. 20037.

Chile—Consulate General of Chile, 61 Broadway, Room 722, New York, New York 10006.

China (Nationlist)—Chinese Information Service, 100 West 32nd Street, New York, New York 10001.

Colombia—Colombian Information Center, 140 East 57th Street, New York, New York 10022.

Congo—Embassy of Congo-Leopoldville, 1132 New Hampshire Avenue, N. W., Washington, D. C. 20009.

Costa Rica—Embassy of Costa Rica, 2112 S Street, N. W., Washington, D. C. 20008.

Cyprus—-Embassy of Cyprus, 2211 R Street, N. W., Washington, D. C. 20008.

Czechoslovakia—Secretary of the Embassy of Czechoslovak Socialist Republic, 2349 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Dahomey—Embassy of the Republic of Dahomey, 6600 16th Street, N. W., Washington, D. C. 20012.

Denmark—Danish Information Office, 280 Park Avenue, New York, New York 10017.

Dominican Republic—Embassy of the Dominican Republic, 1715 22nd Street, N. W., Washington, D. C. 20008.

Ecuador—Embassy of Ecuador, 2535 15th Street, N. W., Washington, D. C. 20009.

El Salvador—Embassy of El Salvador, 2308 California Street, N. W., Washington, D. C. 20008.

Estonia—Consulate General of Estonia, 9 Rockefeller Plaza, New York, New York 10020.

Ethiopia—Imperial Ethiopian Embassy, 2134 Kalorama Road, N. W., Washington, D. C. 20008.

Finland—Embassy of Finland, 1900 24th Street, N. W., Washington, D. C. 20008; or Consulate General of Finland, 200 East 42nd Street, New York, New York 10017; or Consulate General of Finland, 120 Montgomery Avenue, San Francisco, California 94104.

France—Press and Information Division, French Embassy, 972 Fifth Avenue, New York, New York 10021.

Gabon—Embassy of Republic of Gabon, 4900 16th Street, N. W., Washington, D. C. 20011.

Germany, West—German Information Center, 410 Park Avenue, New York, New York 10022.

Ghana—Embassy of Ghana, Chancery and/or Library, 2460 16th Street, N. W., Washington, D. C. 20009.

Great Britain—British Information Services, 845 Third Avenue, New York, New York 10022.

Greece—Royal Greek Embassy, Press and Information Service, 2211 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Guatemala—Embassy of Guatemala, 2220 R Street, N. W., Washington, D. C. 20008.

Guinea—Embassy of Guinea, 2112 Leroy Place, N. W., Washington, D. C. 20008.

Guyana—1701 Pennsylvania Avenue, N. W., Suite 404, Washington, D. C. 20006.

Haiti—Embassy of Haiti, 4400 17th Street, N. W., Washington, D. C. 20011.

Honduras—Embassy of Honduras, 4715 16th Street, N. W., Washington, D. C. 20011.

Hungary—Legation of the Hungarian People's Republic, 2437 15th Street, N. W., Washington, D. C. 20009.

Iceland—Embassy of Iceland, 2022 Connecticut Avenue, N. W., Washington, D. C. 20008.

India—Information Services of India, 2107 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Indonesia—Information Center, Embassy of Indonesia, 2020 Massachusetts Avenue, N. W., Washington, D. C. 20036.

Iran—Office of Press and Information, Embassy of Iran, 3005 Massachusetts Avenue, N. W., Washington, D. C. 20008.
Iraq—Press Office, Embassy of Iraq, 1801 P Street, N. W., Washington, D. C. 20036.
Ireland—Irish Tourist Board, 590 Fifth Avenue, New York, New York 10036.
Israel—Information Office, Embassy of Israel, 1621 22nd Street, N. W., Washington, D. C. 20008.
Italy—Instituto Italiano di Cultura, 686 Park Avenue, New York, New York 10021.
Ivory Coast—Embassy of Ivory Coast, 2424 Massachusetts Avenue, N. W., Washington, D. C. 20008.
Jamaica—Embassy of Jamaica, Fifth Floor, 1666 Connecticut Avenue, N. W., Washington, D. C. 20009.
Japan—Information Service, Consulate General of Japan, 235 East 42nd Street, New York, New York 10017.
Jordan—Embassy of Jordan, 2400 16th Street, N. W., Washington, D. C. 20009.
Kenya—Embassy of Kenya, 1875 Connecticut Avenue, N. W., Suite 920, Washington, D. C. 20009.
Korea—Embassy of Korea, Information Office, 1827 Jefferson Place, N. W., Washington, D. C. 20036.
Kuwait—Embassy of the State of Kuwait, 2940 Tilden Street, N. W., Washington, D. C. 20008.
Laos—Embassy of Laos, 2222 S Street, N. W., Washington, D. C. 20008.
Latvia—Legation of Latvia, 4325 17th Street, N. W., Washington, D. C. 20011.
Lebanon—Tourist Counsellor, Embassy of Lebanon, Sheraton-Park Hotel, Washington, D. C. 20008.
Lesotho—1716 New Hamsphire Avenue, N. W., Washington, D. C. 20009.
Liberia—Embassy of Liberia, 5201 16th Street, N. W., Washington, D. C. 20011.
Libya—Embassy of Libya, 1611 Upshur Street, N. W., Washington, D. C. 20011.
Lithuania—Lithuanian Legation, 2622 16th Street, N. W., Washington, D. C. 20009.
Luxembourg—Economic and Tourist Department, 200 East 42nd Street, New York, New York 10017.
Malagasy—Embassy of Malagasy Republic, 2374 Massachusetts Avenue, N. W., Washington, D. C. 20008.
Malawi—Embassy of Malawi, 2019 Q Street, N. W., Washington, D. C. 20009.
Malaysia—Embassy of the Federation of Malaysia, 2401 Massachusetts Avenue, N. W., Washington, D. C. 20008.
Mali—Embassy of Republic of Mali, 2130 R Street, N. W., Washington, D. C. 20008.
Malta—2017 Connecticut Avenue, N. W., Washington, D. C. 20008.
Mauritania—Embassy of the Islamic Republic of Mauritania, 2737 Cathedral Avenue, N. W., Washington, D. C. 20008.
Mexico—Mexican Embassy, 2829 16th Street, N. W., Washington, D. C. 20009. (Librarian must write, enclosing a self-addressed gummed label.)
Morocco—Embassy of Morocco, 1601 21st Street, N. W., Washington, D. C. 20009.
Nepal—Royal Nepalese Embassy, 2131 Leroy Place, N. W., Washington, D. C. 20008.
Netherlands—Netherlands Information Service, 711 Third Avenue, New York, New York 10017.
New Zealand—Embassy of New Zealand, 19 Observatory Circle, N. W., Washington, D. C., 20008.
Nicaragua—Embassy of Nicaragua, 1627 New Hampshire Avenue, N. W., Washington, D. C. 20009.
Niger—Embassy of Niger, 2204 R Street, N. W., Washington, D. C. 20008.

Nigeria—Embassy of Nigeria, 1333 16th Street, N. W., Washington, D. C. 20036.

Norway—Norwegian Information Service, Norway House, 290 Madison Avenue, New York, New York 10017.

Pakistan—Information Division, Embassy of Pakistan, 2315 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Panama—Embassy of Panama, 2601 29th Street, N. W., Washington, D. C. 20008.

Paraguay—Consulate General of Paraguay, 32 Broadway, New York, New York 10004.

Peru—Embassy of Peru, Cultural Department, 1320 16th Street, N. W., Washington, D. C. 20036.

Philippines—Philippine Embassy, 1617 Massachusetts Avenue, N. W., Washington, D. C. 20026.

Poland—Polish Embassy, 2640 16th Street, N. W., Washington, D. C. 20009.

Portugal—Portuguese Embassy, 2125 Kalorama Road, N. W., Washington, D. C. 20008.

Rumania—Embassy of the Socialist Republic of Rumania, 1607 23rd Street, N. W., Washington, D. C. 20008.

Rwanda—Embassy of Rwanda, 1714 New Hampshire Avenue, N. W., Washington, D. C. 20009.

Saudi Arabia—Embassy of Saudi Arabia, 2233 Wisconsin Avenue, N. W., Suite 202, Washington, D. C. 20007.

Senegal—Embassy of Senegal, 2112 Wyoming Avenue, N. W., Washington, D. C. 20008.

Sierra Leone—Embassy of Sierra Leone, 1701 19th Street, N. W., Washington, D. C. 20009.

Singapore—Fairfax Hotel, Room 210, 2100 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Somali Republic—Embassy of Somali Republic, 1875 Connecticut Avenue, N. W., Room 1109, Washington, D. C. 20009.

South Africa—South African Information Service, 655 Madison Avenue, New York, New York 10021.

Spain—Cultural Attache, Spanish Embassy, 1629 Columbia Road, N. W., Apt. 625, Washington, D. C. 20009.

Sudan—Embassy of the Sudan, Information Officer, 3421 Massachusetts Avenue, N. W., Washington, D. C. 20007.

Sweden—Embassy of Sweden, 2249 R Street, N. W., Washington, D. C. 20008.

Switzerland—Embassy of Switzerland, 2900 Cathedral Avenue, N. W., Washington, D. C. 20008.

Syria—Embassy of the Syrian Arab Republic, 2144 Wyoming Avenue, N. W., Washington, D. C. 20008.

Tanzania—Embassy of the United Republic of Tanzania, 2721 Connecticut Avenue, N. W., Washington, D. C. 20008.

Thailand—Office of the Public Relations Attache, Royal Thai Embassy, 2300 Kalorama Road, N. W., Washington, D. C. 20008.

Togo—Embassy of Togo, 2208 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Trinidad-Tobago—Embassy of Trinidad and Tobago, 2209 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Tunisia—Press Department, Embassy of Tunisia, 2408 Massachusetts Avenue, N. W., Washington, D. C. 20008.

Turkey—Turkish Educational Attache, 7307 Empire State Building, New York, New York 10001.

Uganda—Embassy of Uganda, 5909 16th Street, N. W., Washington, D. C. 20011.

Union of Soviet Socialist Republics—Embassy of the U. S. S. R., 1125 16th Street, N. W., Washington, D. C. 20036.

Upper Volta—Embassy of the Republic of Upper Volta, 5500 16th Street, N. W., Washington, D. C. 20011.

Uruguay—Embassy of Uruguay, 1918 F Street, N. W., Washington, D. C. 20006.

Venezuela—Information Service, Embassy of Venezuela, 2437 California Street, N. W., Washington, D. C. 20008.

Viet Nam—Embassy of the Republic of Viet Nam, 2251 R Street, N. W., Washington, D. C. 20008.

Yugoslavia—Yugoslav Information Center, 816 Fifth Avenue, New York, New York 10021.

Zambia—Embassy of the Republic of Zambia, 1875 Connecticut Avenue, Washington, D. C. 20009.

2. Sources of International Correspondence

AMBASSADORS OF FRIENDSHIP
4300 Lennox Drive
Miami, Florida 31333

Countries: World-wide
Age Level: Ages 15-17

THE AMERICAN NATIONAL RED CROSS
School-to-School Program
National Headquarters
Washington, D. C. 20006

Countries: World-wide (available only for class exchanges)
Age Level: All ages

ARMS OF FRIENDSHIP, INC.
4150 Henry Avenue
Philadelphia, Pennsylvania 19144

Countries: Soviet Union
(Program is designed to promote exchange between United States and Soviet Union veterans and their families principally)
Age Level: Family

BUREAU DE CORRESPONDENCE SCOLAIRE
College of Wooster
Wooster, Ohio 44591

Countries: France
(Specially for French classes studying English writing to United States classes studying French)
Age Level: Upper elementary and secondary

ENGLISH-SPEAKING UNION
Pen Friends Division
16 East 69th Street
New York City, New York 10021

Countries: Great Britain and Commonwealth countries
Age Level: Ages 10-17

INTERNATIONAL FRIENDSHIP LEAGUE
40 Mount Vernon Street
Boston, Massachusetts 02108

Countries: 139 free countries and the 50 states (Children under 12 must have Pen Pals from English-Speaking countries)
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INTERNATIONAL STUDENTS SOCIETY
Box 239
Hillsboro, Oregon 97123

Countries: Countries in Europe, Asia and Latin America
Age Level: Age 14-20

LETTERS ABROAD
18 East 60th Street
New York City, New York 10022

Countries: World-wide
Age Level: Ages 15-adult

LETTERS IN FRIENDSHIP
World Affairs Council
Wanamaker Store
13th and Market Streets
Philadelphia, Pennsylvania 19107

Countries: Japan and India, plus others
Age Level: Ages 12-19

PEOPLE-TO-PEOPLE, INC.
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Kansas City, Missouri 64141

Countries: World-wide (exceptions are Red China and Albania)
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Washington, D. C. 20001

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N. Langgatan 27
Iggesund, Sweden

Countries: Sweden, Norway, Denmark, and Finland
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STUDENT LETTER EXCHANGE
Waseca, Minnesota 56903

Countries: World-wide
Age Level: Ages 12-19

THE WORLD MAILBAG
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West Nyack, New York 10994

Countries: Canada, Japan and European countries
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WORLD PEN PALS
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University of Minnesota
Minneapolis, Minnesota 55455

Countries: World-wide
Age Level: Ages 12-19

WORLD TAPES FOR EDUCATION
P. O. Box 15703
Dallas, Texas 75215

Countries: English-speaking countries, Germany, Scandinavian countries, Japan, and a few other Far East countries, and some Latin American countries.
Age Level: All ages

C. SELECTED NEWSPAPERS AND PERIODICALS

Americas
Division of Cultural Relations of the Pan American Union
Organization of American States
Washington, D.C. 20006

India News
Information Service of India
Embassy of India
975 National Press Building
14th and F Streets, N.W.
Washington, D.C. 20004

Intercom
Center for War/Peace Studies
218 East 18th Street
New York, New York 10003

Journal of Asian Studies
Association for Asia Studies
48 Lane Hall
Ann Arbor, Michigan 48104

Latin American Report
International Trade Mart
New Orleans, Louisiana 70116

Mexican Life
Uruguay 3
Mexico, D.F., Mexico

Mexico/This Month
Atenas 42-601
Mexico, D.F., Mexico

Mexican World
Graphic Service, Inc.
2617 East Hennepin Avenue
Minneapolis, Minnesota 55413

The OAS Chronicle
Pan American Union
Washington, D.C. 20006

The Times of the Americas
828 Woodward Building
Washington, D.C. 20005

The Vision: Latin American Letter
Vision Incorporated
635 Madison Avenue
New York, New York 10022